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ABSTRACT

This instructional package describes techniques that reference librarians at George Mason University (Virginia) have found to be successful and offers specific suggestions for the application of those techniques to teach research skills to students in English 302. The first of three major sections discusses the assessment of student library skills, library skills objectives, the search strategy, and library instruction resources and strategies, and provides a checklist and timetable. The second section presents a list of library skill objectives for English 302 students which includes a teacher's guide to resources for the course. Outlines for eight lectures on search strategy are presented in the third section, which covers overview sources, bibliographies, indexes and databases, interpreting bibliographic citations, recognition of authoritative sources, locating sources, serendipity, and use of the reference desk for further information. Twelve appendices include a library pre-test with answer key; a glossary of library terms; a list of English 302 transparencies; handouts on subject encyclopedias, U.S. government documents, citation indexes, periodical indexes, and identifying and deciphering bibliographic citations; two worksheets on library research; and a list of handouts available at the reference desk. (CGD)

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August 1987

Teaching Research Strategy:

Resources for English 302 Instructors

Prepared by
Gail J. Sonnemann and
the Fenwick Library
Reference Department
George Mason University

I would like to acknowledge the support of the many Library and English Department team members that have made the English 302 Library Instruction program possible.

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Gail J. Sonnemann
November 1987

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RESEARCH SKILLS FOR ENGLISH 302 STUDENTS:
AN INTRODUCTION

According to the George Mason University Handbook for Teaching English 100, 101, 102 and 302, students in English 302 receive intensive practice in writing and anlyzing expository forms, i.e., essays, articles, proposals, and technical reports. These writing projects are inextricably linked to the process of gathering and evaluating information. Faculty members at GMU have commented that students who have received instruction in these research techniques have written better papers as a result.

Since the inception of the course in Fall 1984, the GMU English Department and the Fenwick Library Reference Department together have been providing instruction in library research strategy to English 302 students. In this cooperative program reference librarians distribute instructional materials, including the enclosed lecture outline and handouts, and consult with faculty individually or in groups, to enable each instructor to integrate library research instruction into the course. Faculty members then teach research strategy both formally and informally in class and in consultation with individual students.

This instructional package describes techniques that the reference librarians of Fenwick Library have found to be successful and offers specific suggestions on how to apply those techniques to English 302. The enclosed materials and unlimited continuing consultation with the Reference Staff throughout the term are offered so that you may incorporate library instruction into your class when and how you find most appropriate. We are confident that you can teach library research strategy effectively and plan to offer whatever support you need, short of sending a librarian to the classroom, to make this possible.

I. ASSESSING STUDENTS' LIBRARY SKILLS

Finding out your students' level of library literacy will be among your first challenges in 302. When a student says "Of course I know how to use Fenwick Library to write a paper," what level of sophistication can we assume?

A. Library Skills Pre-Test

To help you to quickly assess students' library skills, we have prepared a Pre-Test questionnaire that you can use in your classes to determine the students' skill levels. See a sampe Pre-Test and Answer Key in Appendix A. Multiple copies of the Pre-Test are sent to English 302 instructors each term. The Pre-Test can be used to tell whether you and your students share a common body of library-related vocabulary, and how much your students may remember from the Fenwick Library at a Glance workbook used by all students in English 101. We suggest that you ask your students to fill out these Pre-Tests near the beginning of the term. Please send the completed Pre-Tests to the Reference Department of Fenwick Library, Attention: Gail Sonnemann. We will correct the Pre-tests, tally the responses and return the papers to you with a summary sheet. The results will provide us with valuable information about library instruction programs at Fenwick Library, and could be useful to you as a departure point for discussion with your class.

B. Library Terms

Teaching library skills effectively assumes that you share with your students a common vocabulary of library research terminology. We have prepared for you a list of library terms and definitions that 302 students should understand. You may wish to share this information with the class in some way early in the term. Discussing the results of the Pre-test could provide that opportunity. One instructor invented a word definition game to make sure that she shared a common language with the students.

C. FLAG Workbook -- for Newcomers

Fenwick Library at a Glance (FLAG, formerly Fenwick for Beginners) is the self-instructional library workbook required of all English 101 students at GMU since Fall 1983. Students who have used the FLAG workbook have been introduced to locations in Fenwick Library, the Library of Congress Subject Headings guide, the Fenwick Library computer catalog (ALIS), general reference books, simple periodical indexes, and the GMU Peridicals Holdings List.

In sampling the library skills levels of English 302 students in summer 1985, we discovered that 72 percent had not completed the FLAG workbook. Incomplete statistics for spring 1987 showed a continued high percentage of those who had not used FLAG, we assume because of the large number of transfer students at GMU. Even those students who have used FLAG, may not retain much information from the experience because they have not been required to use the library for research since that English 101 course.

If your students have minimal library experience, you may want to suggest that they purchase FENWICK LIBRARY AT A GLANCE (FLAG) and work through it as an assignment. The first section of the workbook is a self-guided tour that could be useful for new GMU students at any level. Copies of FLAG are on sale at the Bookstore at approximately $3.00 each. English 302 instructors will receive a copy of each new edition of FLAG.

II. LIBRARY SKILLS OBJECTIVES

Because undergraduate students have not yet acquired a mastery of their subject disciplines, Reference librarians at Fenwick find that they do need specific strategy suggestions on how to organize a library research project and how to take full advantage of the variety of information resources available. To address this need, members of the English faculty and library reference department have prepared for you a list of library skills which junior level students should have acquired by the end of the English 302 course. These objectives for the English 302 course are:

A. To know how to conduct a logical library search strategy:

1. Using an overview article in a subject encyclopedia, handbook, or basic text to refine a paper topic.

2. Finding and using a subject bibliography as a short cut.

3. Finding and using a periodical or database index to identify articles published after the date of the subject bibliography.

4. Knowing how to interpret bibliographic citations.

5. Evaluating the quality of information.

B. To locate books, periodicals, microforms, government documents, newspapers and databases in Fenwick and other libraries.

In this packet of materials you will find "Library Objectives for English 302 Students: A Teacher's Guide to Resources" which explains specific materials that can be used to address each of the objectives.

Note that the library skills objectives for English 302 emphasize knowledge of this search strategy and categories of materials rather than titles of specific reference sources. When you or your students need to identify specific titles, ask at the reference desk or use one of the library research guides we have developed for the various disciplines. Copies of these guides are available at the Reference desk. See Appendix L for a list.

III. THE SEARCH STRATEGY

We have found the search strategy model to be the most successful for teaching library research skills to undergraduates. This may differ from the methods we all have found successful in our own graduate study and research projects. The advanced researcher or graduate student can begin a research project with the suggestion of the names of one or two authorities in the field or the names of prominent journals. But reference librarians find that undergraduate students will not yet have sufficient understanding of their major disciplines to find and critically evaluate sources without starting from a very general, but authoritative source and working toward the more specific. The search strategy model explained below is used widely in academic libraries to address these undergraduate research needs. The full search strategy forms the basis of the enclosed "Lecture Outline for the Search Strategy".

Step I. Using Overview Articles in Reference Sources to Refine Paper Topics

The undergraduate, we find, will need to begin with general sources, such as subject encyclopedias or annual reviews, in order to understand the topic in the broader context of the discipline, and to define a realistic topic before proceeding to more specialized sources. A list of subject encyclopedias and handbooks is enclosed. Overview articles in these titles can help students as they select and refine paper topics.

Step II. Using Bibliographies as shortcuts

In the search strategy we also emphasize, as a second step, identifying bibliographies that may have been compiled on the student's topic. At this step we suggest selective use of the library's card catalog or ALIS catalog to identify bibliographies, rather than pulling great numbers of books off the library shelves without regard to quality.

Step III. Using Periodical Indexes to Find Recent Information

Subject indexes in print or database form can be used to find information published more recently than the materials listed in bibliographies used in Step II, above.

Our conversations with 302 instructors have led us to believe that an online computer database search would not be a useful first step in a student's research. Most instructors have felt that it was important for students to acquire a knowledge of the printed indexing sources first and to consider an online search as a later step for selected topics. An online database search might be appropriate for a student who has first completed a logical manual search, and whose topic combines two or more concepts, or is best described by very specific terms that would be buried in a massive amount of material that is not well indexed or readily accessible otherwise. An online search may not be appropriate for a single idea that is adequately indexed in existing printed indexes or subject bibliographies. Any librarian at the reference desk can advise students on this.

IV. LIBRARY INSTRUCTION RESOURCES

The Reference Department of Fenwick Library offers assistance to you and your English 302 students in the following ways:

A. INDIVIDUAL CONSULTATION with you on approaches to teaching research strategy, the subject fields of your classes, on your students' paper topics, or whatever you need. Please call Gail Sonnemann at 323-2475 or Laura Rein at 323-2976 to set up an appointment or for consultation by phone.

B. This PACKET OF MATERIALS covering tips for teaching library search strategy including a "Lecture Outline for Search Strategy", sample handouts and worksheets.

C. TRANSPARENCIES have been made to illustrate each of the points in the lecture outline. You can borrow a set of transparencies from Devon Hodges in the English Department or from Gail Sonnemann (323-2475) or Donna Haarman (323-2298) in the library reference department.

D. INDIVIDUAL CONSULTATION with your students at the reference desk or by appointment. Call the reference desk at 323-2392.

E. You may schedule a CLASS SESSION IN THE LIBRARY CONFERENCE ROOM. To book the conference room, call Iris Knell in the Library Director's office (extension 2616), and explain that it is for English 302 library instruction. We will deliver the reference books or indexes you select to the library conference room, if you call Gail Sonnemann (323-2475) or Donald Brown (323-2298) at least two days in advance.

F. HANDS ON INSTRUCTION IN THE LIBRARY REFERENCE AREA. Bring your class to the Reference Area of the library any time. If you call 323-2298 in advance, we will try to make sure that an extra reference librarian is on the desk during that time to help with your students' questions.

V. LIBRARY INSTRUCTION STRATEGIES

The materials we have put together for you may be used with a variety of teaching techniques. The lecture outline contains enough material for one or two class periods. You may wish to cover each step in the search strategy in smaller blocks of time throughout the term. Transparencies keyed to the lecture outline can be used to reinforce your message. Feel free to reproduce, revise, summarize or expand any worksheet, transparency or handout for your students use. For examples one instructors have summarized the contents of the lecture outline in a one page handout for the students to follow in class and to retain.

If you chose to teach a library instruction class in the library conference room we will deliver the reference books and indexes you choose to the room. We can ensure that multiple copies of most indexes are available if you wish to use the "hands-on" approach to learning. You can also bring your group to the library reference area to work individually on their projects during a class period while you and the reference librarian(s) on duty answer individual questions.

Some instructors have told us that requesting a 5 or 6 item bibliography of basic sources from each student early in the term, but after they have completed background reading on their chosen topic, has been a useful way to monitor the topic selection process. We have prepared a library research worksheet (see Appendix J) that will lead students through preliminary research steps as they produce a short bibliography. This worksheet can help you monitor <u>how</u> they found their sources.

VI. CHECKLIST AND TIMETABLE

Before the term starts or as soon as possible:

_____ Read the materials enclosed

_____ If you are teaching English 302 for the first time, set up an appointment with a reference librarian to discuss how library search strategy can fit into your syllabus and assignments. Call Gail Sonnemann at 323-2475 or Laura Rein at 323-2976.

_____ Place instruction in research strategy on your syllabus where you feel it fits most appropriately, this may be in one place, or through out the term.

_____ Call 323-2616 to book the library conference room, if you wish to use it for a research strategy class.

During the term:

_____ Ask your students to fill out the Library Skills Pre-Test. Send it to the library reference department to be corrected.

_____ After you know the general subject of your students' research projects set up an appointment with a reference librarian to discuss the specific needs of your class. This session is usually a trouble-shooting session at which a librarian can suggest strategies or titles of specific sources that would be appropriate for each student and also titles that might be used as examples in a class discussion of search strategy. Call Gail Sonnemann at 323-2475 or Laura Rein at 323-2976 for an appointment or referral to a subject specialist librarian.

_____ Call 323-2475 or 323-2298 to request delivery of reference sources to the library conference room for your class.

_____ Borrow transparencies/make copies of handouts or worksheets.

_____ Enjoy a good discussion of research strategy with your class!

Please call us at any time with your questions. We continue to refine our programs and materials, and welcome your suggestions.

Gail Sonnemann 8/87

LIBRARY OBJECTIVES FOR ENGLISH 302 STUDENTS:
A TEACHER'S GUIDE TO RESOURCES

Members of the English faculty and library reference staff jointly prepared the following list of library skills objectives for English 302 students. Each objective, is followed by a list of teaching resources that have been prepared for you to address these objectives. All materials listed on these pages are included in the enclosed packet of materials. Please call the Fenwick Library Reference Department at 323-2298 if you have questions, if you need additional copies, or if you have suggestions for further resources.

I. OBJECTIVE ONE. To know how to conduct a logical library search strategy:

A. Using an overview article in a subject encyclopedia, handbook or basic text to refine a paper topic.

1. "Lecture Outline for Library Search Strategy," Section I.

2. Examples on transparencies from: Encyclopedia of Educational Research.

(Note: Sets of transparencies corresponding to these examples are located in John O'Connor's office and in the reference department office. A complete list of transparencies can be found in Appendix C.)

3. "Library Research Worksheet." Appendix J.

4. "Selected Subject Encyclopedias at Fenwick Library" Appendix D

5. "Research guides" to the various disciplines are available at the reference desk. Each guide includes a list of subject encyclopedias or handbooks. Reference Guides are listed in Appendix L.

B. Finding and using a subject bibliography as a short cut.

1. "Lecture Outline for Library Search Strategy," Section II.

2. Examples on transparencies: Using the Library of Congress Subject Headings guide, and ALIS to find a bibliography.

C. Finding and using a periodical index to identify articles published after the date of the subject bibliography.

1. "Lecture Outline for Library Search Strategy," Section III.

2. Examples: Transparencies from Public Affairs Information Service, Psychological Abstracts, Biological Abstracts.

3. Handouts: "Identifying Periodical Indexes" (Appendix G) (a subject guide to indexes) and "Citation Indexes." (Appendix F)

4. "Library Research Worksheet." (Appendix J)

5. Research guides to the various disciplines include titles of indexes to periodical articles. Copies are available at the reference desk. A list is enclosed. (Appendix L)

D. Know how to interpret bibliographic citations.

1. "Lecture Outline for Library Search strategy," Section IV.

2. Examples on transparencies: sample journal article, book and government document citations.

3. "Worksheet on Indentifying Bibliographic Citations" and answer key. (Appendix I)

4. Handouts: "Deciphering the Code: Bibliographic Citations." (Appendix H)

E. Evaluate the quality of information:

1. "Lecture Outline for Library Search Strategy," Section V.

2. See the list of book review indexes on the handout "Identifying Periodical Indexes." (Appendix G)

II. OBJECTIVE TWO. To locate books, periodicals, microforms, government documents, newspapers and databases in Fenwick and other libraries.

A. "Lecture Outline foı Search Strategy," Section VI.

B. Examples on transparencies: Sample page from GMU holdings list. Sample ALIS catalog screens are in Section II above - bibliographies.

C. "Fenwick Library Services" brochure includes a map, description of services, and phone numbers. Available at all service desks of Fenwick Library.

D. Fenwick Library at a Glance workbook includes a self-guided tour of Fenwick Library, and instructions in using the ALIS catalog. FLAG is used in English 101.

E. Library skills test and answer key. (Appendix A)

F. Handout: "Library Terms" covers definitions. (Appendix B)

G. Handout: "U.S. Government Documents: A Research Guide." (Appendix E)

H. Research guides to the various disciplines. Copies are available at the reference desk. (Listed in Appendix L)

LECTURE OUTLINE FOR LIBRARY SEARCH STRATEGY - PART I Revised July 31, 1987

INTRODUCTION. SEARCH STRATEGY.

The process of research is not always the same nor is it a simple, logical process from beginning to end. However, using the following strategy can help you find authoritative information efficiently, by starting with overview articles for orientation to your topic; second using subject bibliographies that can act as shortcuts; and third, using serial indexes or databases to find more recent material. The end product of this search strategy will be a working bibliography on your topic.

I. STEP ONE: OVERVIEW SOURCES

Overview articles may be found in subject or general encyclopedias, in a handbook or annual review, or in a basic text on the topic. TRANSPARENCIES: Encyclopedia of Educational Research. (#1-5)

A. Advantages of starting with an overview article:

1. Introduction to a topic and its subdivisions. Is your topic too broad or too narrow?

2. Look for: Key names, scholars in the field, important concepts and theories, dates, jargon/terms to define.

3. Written by an authority: Check to see who signed the article.

4. Bibliography: A selected list of major works in the field may be appended. Try to find these recommended books or articles first.

B. How to identify an overview source - usually located in Reference.

1. See the handout list of subject encyclopedias and handbooks (enclosed Appendix D and available at the Reference Desk).

2. Does your textbook have an overview of the topic and a list of sources for further reading?

3. Your professor may recommend a good general text in your field.

4. Try the Grolier Academic American Encyclopedia in CD-ROM format in the reference area.

5. Ask at the Reference Desk.

C. Start with the INDEX to a subject encyclopedia, handbook, or text for the most complete results. TABLES OF CONTENTS can help too.

D. Find an annual review of research, which summarizes recent research on selected topics. For a list of major annual reviews, consult the library handout on Annual Reviews (available at the Reference Desk.)

LECTURE OUTLINE FOR SEARCH STRATEGY - PART II Revised July 31, 1987

II. STEP TWO: LOCATE A SUBJECT BIBLIOGRAPHY for a list of sources on a topic.

A. Advantages - why not use a shortcut when one exists?

1. A scholar may have already compiled a bibliography on your topic.

2. A bibliography may be comprehensive or selective. A selective bibliography can serve as a guide to the most authoritative sources on a topic. (Read the preface or introduction to determine the compiler's purpose in selecting the items for the bibliography.)

3. Some bibliographies have annotations which describe the content of the articles or books mentioned.

B. How to find a subject bibliography.

1. Use the ALIS catalog to identify bibliographies in books in the library.

(Note: If any of your students need a review of ALIS, Fenwick Library at a Glance, which has a section on ALIS, is available in the book store. Instructions for using ALIS are posted next to the each terminal. We encourage students to use ALIS instead of the card catalog because on July 1, 1987 Fenwick Library stopped adding to its card catalog. This "freeze" of the card catalog has been undertaken in an effort to eliminate the costs associated with filing cards, and to continue Fenwick's transition toward a completely automated library system. The cost savings from freezing the catalog will be used to improve the data quality of the library's online database, ALIS (Automated Library Information System).

a. Check the Library of Congress Subject Headings guide to determine the correct subject terms. Find both broader and narrower alternatives. (TRANSPARENCIES OF LCSH. Numbers 6-7.)

b. Look for subheading "- Bibliography" next to your subject, e.g., "Television and Children - Bibliography" leads to a listing for three bibliographies. (TRANSPARENCIES OF ALIS SCREENS. Numbers 8-14.)

c. If you don't find a bibliography this way:

1) Try a broader or narrower subject term.

2) Look for the most recent book(s) on your topic to find one with a bibliography. (Hint: The bibligraphic screen on ALIS will tell you if a book contains a bibliography.)

2. Articles in subject encyclopedias or annual reviews on your topic may have a bibliography.

3. Bibliographic Index (Index Z 1002 .B5) is a subject index published three times a year which identifies bibliographies of 50 or more citations which appear in books, journal articles, or pamphlets. Start with your specific subject, then try broader subject terms and synonyms.

LECTURE OUTLINE FOR SEARCH STRATEGY - PART III Revised July 31, 1987

III. STEP THREE: UPDATE YOUR BIBLIOGRAPHY BY SEARCHING INDEXES OR DATABASES

A. Advantages.

1. Provides efficient subject access to the scholarly and professional journal literature published each year.

2. In many cases, you can search by author also, which is useful if you have discovered the name(s) of the most important scholar(s) working on your topic.

3. Some indexes have abstracts of journal articles.

4. Some indexes index books, sections in books, conference proceedings, statistical tables or government documents, as well as journal articles.

B. How to use the INDEXES: Two major types.

1. Simple, one-step SUBJECT INDEXES, e.g., Social Sciences Index, Humanities Index, Public Affairs Information Service, National Newspaper Index,. (TRANSPARENCY 16. Page from Public Affairs Information Service (PAIS))

a. Don't forget to check what the abbreviations stand for in the front of the index volume. If you guess wrong, you may not be able to find the journal.

b. Advantage - All items on the same broad topic are grouped together.

2. Two-step INDEXES and ABSTRACTS, e.g., Psychological Abstracts, ERIC, Biological Abstracts. Monthly Catalog of U.S. Government Publications, Congressional Information Service and American Statistics Index (ASI).

a. See the library handout on Government Documents for more information on Monthly Catalog of U.S. Government Publications and ASI —enclosed as Appendix E, copies also available at the Reference Desk.

b. Some indexes, like Psychological Abstracts and ERIC, use thesauri. (TRANSPARENCIES 17-19, Thesaurus, Psychological Abstracts)

1) To determine the correct subject heading for those using thesauri, use the thesaurus first! A thesaurus is a guide to standardized subject terms and cross references to related subject headings. (Remember Library of Congress Subject Headings is the thesaurus for ALIS).

2) Look up a term in subject index, then record the relevant abstract number(s).

3) Look up the number in abstracts section.

4) Advantage of thesauri: all items on the same broad topic are grouped together.

c. Others, like Biological Abstracts, use key words. (TRANSPARENCIES 20-22. Biological Abstracts.)

1) A Key word is any single word that appears in a line of text, like a title.

Advantage of key word indexes:

a) articles which use the same words in their titles are grouped together.

b) Good for "catch phrases" or very specific topics, names of things, people or places.

Problems of key word indexes:

c) all articles which cover the same topic are not necessarily listed together. You must be familiar with the terminology of the discipline in order to guess all the synonyms for the subject words in titles.

3. Note: CITATION INDEXES, a third type of index, are complex to use and to teach. If a student's discipline is not covered in other indexes or if a search for "who cited whom" is required, you may want to review the enclosed handout on citation indexes. (See Appendix F) You may mention or distribute the handout if you feel a citation index is important for any of your students' assignments and then refer those students to the reference desk for assistance.

C. To identify the most appropriate indexes for any given topic, refer to the handout "Identifying Periodical Indexes", which is organized by subject, for other index titles. (See Appendix G)

D. Online Computerized Database Searching at Fenwick Library

1. Fenwick Library offers access to a variety of computer databases and systems which contain bibliographic citations to books, journal articles or other information sources. In most cases the information in the database corresponds to a printed index or catalog in the library. In an online search you search the database interactively and produce a list of information sources.

Searching a database enables you to:

a. cut through large amounts of information quickly
b. find materials that cover two or more topics
c. find words that are not used as subject headings in indexes.

2. Beware that this is not usually the best first step in research. A good search requires that you prepare by:

   a. doing some general reading on your topic to identify important concepts, terms, names and dates.

   b. looking at the printed version of the index or its subject heading guide to find out what terms are used in the database to describe your topic.

3. Available Systems and Services

   a. A librarian conducted online search accessing the full system of either BRS, Dialog, or Medlars. This type of search is recommended when the search results need to be comprehensive both in subject scope and time span. The bibliography produced by a librarian conducted search is usually printed offline and arrives in the library 3 to 5 working days after the search was conducted. There is a cost for this service; see the online services handout for costs and scheduling.

   b. U-Search, an end user online search service in which you the user actually conduct the search with the help of a library staff person. U-Search accesses BRS After Dark, an easy to use menu driven system and is recommended when relevant, up to date information is needed immediately. It is especially helpful for undergraduate research papers. U-Search is available only in the evening hours. There is a cost for this service; see the online services handout for costs and scheduling.

   c. InfoTrac is a single database of recent journal articles covering the topics of current events, business, and general social science. InfoTrac is an end user system in which you the user access specially designated microcomputers in the reference area. For scholarly research projects InfoTrac should be supplemented with additional specialized indexes. Use of the InfoTrac system is free.

   d. CD-ROM products, a growing number of databases are becoming available on compact discs. Fenwick Library will be systematically acquiring databases produced in this format. Databases on CD-ROM are designed for use by the end user, and are accessible through specially designated microcomputers in the reference area. Currently available are ERIC and Dissertation Abstracts. Use of CD-ROM products is free.

LECTURE OUTLINE FOR SEARCH STRATEGY - PART IV Revised July 31, 1987

IV. STEP FOUR: HOW TO INTERPRET CITATIONS

What is my citation? (PAIS TRANSPARENCY 16 can be used here too.)

A. Journal article: Look for a journal title, date (including month or quarter), and page numbers. (Example on TRANSPARENCY 23)

B. Book: Look for year of publication, place, publisher. (Example on TRANSPARENCY 24)

C. Government document: Look for a government agency as the author or publisher. Note superintendent of Documents ("SuDoc") number which is used to locate it in Fenwick Library. The Government Documents handout explains SuDoc numbers. (Example on TRANSPARENCY 25)

See HANDOUT "Deciphering the Code" (Appendix H) and WORKSHEET (Appendix I) on citations with answer key.

LECTURE OUTLINE FOR SEARCH STRATEGY - PART V

V. STEP FIVE: WHICH SOURCES ARE THE MOST AUTHORITATIVE AND RELIABLE?

A. Does your author cite the sources used in notes or bibliographies? What do the sources tell you about the author's research methods?

B. Books - Use book reviews to find critical information.

1. Look in Book Review Digest, Book Review Index, or Combined Retrospective Index to Book Reviews in Scholarly Journals to find citations to reviews written at the time the book was published.

2. A review of a recent book may mention how it compares to books written earlier.

C. Your professor may be able to suggest the most important authors or books in the field.

D. Authors whose works are cited in specialized subject encyclopedias or handbooks are usually respected leaders in their fields.

E. Do any of the "authoritative" articles you have identified so far have footnotes or a bibliography that will lead you to additional useful sources?

Revised July 31, 1987

LECTURE OUTLINE FOR SEARCH STRATEGY - PART VI

VI. STEP SIX: HOW TO LOCATE THE JOURNALS AND BOOKS IN YOUR BIBLIOGRAPHY

A. Journals

1. Find the journal articles you identified in the indexes above by checking the GMU Periodicals and Serials Holdings List at the Reference or Serials Desk to see if Fenwick Library has the issue you need and whether it will be in paper or in microfilm. (TRANSPARENCY 26-GMU Holdings List).

2. If it's not at Fenwick, ask at the Reference Desk to check periodical lists as well as the OCLC terminal for holdings of other area libraries.

B. Books

1. To find the books you have identified in bibliographies and indexes, check the ALIS terminals throughout the first floor of the library.

   In this search strategy we have not recommended looking for books in ALIS by subject as a separate step, because Steps 1, 2 and sometimes 3 will then lead more directly to the titles of authoritative books. But if you do wish to use the catalog by subject, don't forget to start with the Library of Congress Subject Headings guide.

2. Check the OCLC terminal at the Reference Desk to find specific books at other local libraries.

C. Government Documents - The Fenwick library collections of U.S. and Virginia Documents is located on the first floor of Wing C. To find the federal document you need, see the Government Documents handout (enclosed) on finding SuDocs numbers. For help with Documents, please come to the Reference Desk.

1. Fenwick library has been a Selected Depository since 1960. The Government Documents collection consists of approximately 200,000 titles covering a wide variety of subjects: Aerospace, Business/Economics, International relations Medical research and the Arts. Most of the items received from the government are placed directly into the Government Documents' collection in order by a SuDoc number. More than 60% of the collection is received in Microform which is also located in Wing 1C in order by SuDoc Number.

2. CIS - Congressional Documents indexed in the CIS index can be located by using the SuDoc number given with the main entry. Fenwick selects all hearings, etc., available to Depository Libraries.

3. MAPS are filed alphabetically by state and alphabetically by the name of the quadrangle. Each state has an index map showing the name of the quadrangle and the date of the map.

D. Non-print Materials - Videotapes, Sound recordings, musical scores, and other Non-print materials are located in the Fenwick Library AV Center, second floor Wing B. These "media" materials are all listed in the ALIS computer catalog, but we suggest that you also consult the "Media" catalog, a microcomputer in the AV Center which offers key word searching for "media" materials at Fenwick.

E. Interlibrary Loan - available to GMU graduate students, faculty and staff.

An undergraduate will be required to have the signature of a professor in order to request materials on interlibrary loan. Ask at the Reference Desk for information.

LECTURE OUTLINE FOR SEARCH STRATEGY - PART VII

VII. STEP SEVEN: SERENDIPITY - BROWSING CAN BE USEFUL

A. Journal articles on your topic may lead you to journals that specialize in your topic. Browsing recent issues may lead you to useful information.

B. Books you have identified may be sitting on the library shelf near others that contain information on your topic.

C. Browsing can be useful, but not as the first or only step in your research.

LECTURE OUTLINE FOR SEARCH STRATEGY - PART VIII Revised July 31, 1987

VIII. STEP EIGHT: ASK AT THE REFERENCE DESK TO FIND MORE INFORMATION

A. DIRECTORIES at the Reference Desk can be used to identify "people" sources of information:

1. Professional Associations, listed in the Encyclopedia of Associations or other directories of specialized organizations, may have relevant publications and local telephone numbers.

2. County, state or federal offices, or local businesses. (Check directories at the Reference Desk for phone numbers.)

B. STYLE MANUALS which explain how to format a research paper for the various disciplines are available at the Reserve Desk and the Reference desk, e.g., American Psychological Association Publication Manual, MLA Handbook, Form and Style.

C. ANYTIME YOU HIT A SNAG IN YOUR RESEARCH, come to the Reference Desk or call 323-2392 for strategy suggestions or additional sources that may help.

APPENDIX A
Revised 11/12/87

PRE-TEST

Name _____ Major _____
Instructor _____ Class _____

I have used the library workbook, Fenwick Library at a Glance (formerly Fenwick for Beginners): yes _____ no _____

I have attended an instruction session given by a librarian before: yes _____ no _____

The following questions will NOT be part of your grade. The library reference staff is interested in what you know and want to know about Fenwick Library. Please mark the correct answers.

A summary of an article, book or other item is:

____ an abstract
____ a bibliography
____ a citation
____ an index

An alphabetical list of items, such as subjects or names that gives the page number for each item's location in a book is called:

____ an index
____ a bibliography
____ a biography
____ an abstract

A list of books or other materials on a particular subject is called:

____ a biography
____ a bibliography
____ a citation
____ a glossary

A periodical is:

____ a journal
____ a newspaper
____ a magazine
____ all of the above

A complete listing of the periodicals in GMU Libraries collections can be found in:

____ the card catalog
____ ALIS terminals
____ a holdings list located at various points in the library
____ none of these

GMU periodicals are shelved:

____ in alphabetical order by title
____ in alphabetical order by subject
____ by Library of Congress classification number
____ by Dewey Decimal number

[O V E R]

All of the following will help to identify periodical articles on a subject, except:

___ Infotrac terminal
___ bibliographies
___ ALIS terminal
___ periodical indexes

A reference librarian can:

___ help you find a specific book or journal article
___ help you organize your research strategy
___ do a computer search on your topic
___ all of the above

The Library of Congress Subject Headings (red books located at the reference desk and near the ALIS terminals) is used to:

___ search for books that are in the Library of Congress
___ make a list of books on any subject
___ find subject words used in the card catalog or ALIS computer
___ find the call number (or classification number) of any book.

R. or Ref. before the call number indicates the book is:

___ located in the Reference department
___ on Reserve
___ Restricted
___ being reviewed

ALIS is useful for finding:

___ books at Fairfax County Public Library
___ books in Fenwick and other George Mason Libraries
___ books at the Library of Congress
___ none of the above

Infotrac can be used to locate information from:

___ government documents
___ books and periodicals
___ periodicals only
___ periodicals and government documents

When you begin research on an unfamiliar topic, it is usually most efficient to use library materials in which order:

___ 1) online catalog, 2) periodical and newspaper indexes, 3) reference books
___ 1) encyclopedias, 2) bibliographies, 3) periodical and newspaper indexes
___ 1) bibliographies, 2) online catalog, 3) periodical and newspaper indexes
___ 1) periodical and newspaper indexes, 2) bibliographies, 3) online catalog

Please use the space below to let us know what you like/dislike about using Fenwick Library. What more would you like to learn about library research?

ANSWER KEY FOR PRE-TEST Revised 11/12/87

Name _____ Major _____
Instructor _____ Class _____

I have used the library workbook, Fenwick Library at a Glance (formerly Fenwick for Beginners): yes _____ no _____

I have attended an instruction session given by a librarian before: yes _____ no _____

The following questions will NOT be part of your grade. The library reference staff is interested in what you know and want to know about Fenwick Library. Please mark the correct answers.

A summary of an article, book or other item is:

X an abstract
___ a bibliography
___ a citation
___ an index

An alphabetical list of items, such as subjects or names that gives the page number for each item's location in a book is called:

X an index
___ a bibliography
___ a biography
___ an abstract

A list of books or other materials on a particular subject is called:

___ a biography
X a bibliography
___ a citation
___ a glossary

A periodical is:

___ a journal
___ a newspaper
___ a magazine
X all of the above

A complete listing of the periodicals in GMU Libraries collections can be found in:

___ the card catalog
___ ALIS terminals
X a holdings list located at various points in the library
___ none of these

GMU periodicals are shelved:

X in alphabetical order by title
___ in alphabetical order by subject
___ by Library of Congress classification number
___ by Dewey Decimal number

[O V E R]

All of the following will help to identify periodical articles on a subject, except:

___ Infotrac terminal
___ bibliographies
_X_ ALIS terminal
___ periodical indexes

A reference librarian can:

___ help you find a specific book or journal article
___ help you organize your research strategy
___ do a computer search on your topic
_X_ all of the above

The Library of Congress Subject Headings (red books located at the reference desk and near the ALIS terminals) is used to:

___ search for books that are in the Library of Congress
___ make a list of books on any subject
_X_ find subject words used in the card catalog or ALIS computer
___ find the call number (or classification number) of any book.

R. or Ref. before the call number indicates the book is:

_X_ located in the Reference department
___ on Reserve
___ Restricted
___ being reviewed

ALIS is useful for finding:

___ books at Fairfax County Public Library
_X_ books in Fenwick and other George Mason Libraries
___ books at the Library of Congress
___ none of the above

Infotrac can be used to locate information from:

___ government documents
___ books and periodicals
___ periodicals only
_X_ periodicals and government documents

When you begin research on an unfamiliar topic, it is usually most efficient to use library materials in which order:

___ 1) online catalog, 2) periodical and newspaper indexes, 3) reference books
_X_ 1) encyclopedias, 2) bibliographies, 3) periodical and newspaper indexes
___ 1) bibliographies, 2) online catalog, 3) periodical and newspaper indexes
___ 1) periodical and newspaper indexes, 2) bibliographies, 3) online catalog

Please use the space below to let us know what you like/dislike about using Fenwick Library. What more would you like to learn about library research?

LIBRARY TERMS

A.L.I.S. - Fenwick Library's computer system for obtaining information about each of the library's books and for checking out books. The ALIS terminals can be used to find books by author, title, subject and call number.

ABRIDGED EDITION - an edition shortened by re-writing, omitting, or condensing the original, but retaining the general sense.

ABSTRACT - a brief summary that gives the essential points of a book, pamphlet, or article.

ANNOTATION - note describing, explaining, or evaluating an item in a bibliography.

APPENDIX - supplementary information pertaining to, but not essential to, the completeness of a book, generally following the text.

BIBLIOGRAPHY - a list of books or other materials on a particular subject, usually arranged alphabetically.

BIBLIOGRAPHIC CITATION - a note of reference to a book, periodical article, newspaper article, etc.

BIBLIOGRAPHIC FORM - the placing of this listing (see BIBLIOGRAPHY above) in correct form. Bibliography entries should be consistent; that is, the same information should always be given in the same order.

BIBLIOGRAPHIC INFORMATION - the information given in each citation. For a book, the information consists of: (1) author, (2) title, (3) place of publication, 4 publisher, (5) date of publication.

BIOGRAPHY - a written account of a person's life, actions, and character. A Biographer is one who writes such an account.

CALL NUMBER - a unique combination of numbers and letters assigned to each item based upon the notation system of classification used in the library. It is used as a locating device for materials in the library. The call number of each item is found on the catalog card or computer catalog entry describing each work.

CARD CATALOG - a catalog in which entries on separate cards are arranged in order, listing material in the library by author, subject, and title.

CITATION - the statement, often abbreviated, of information about a publication or an article, which gives details about that publication. Usually includes author, title, volume, number, pages, etc.

CLASSIFICATION - the system by which the collection of materials is organized and arranged either by subject or form. Call numbers are assigned for location. There are two major classification systems used by libraries in the U.S. These are the Dewey Decimal System and the Library of Congress (or LC) System. Fenwick Library uses the latter.

COPYRIGHT DATE - the year in which the author applies to the Library of Congress for a copyright on his book. A copyright, like a patent, insures the author against theft of his book or his ideas.

DIVIDED CATALOG - the author and title entries are arranged alphabetically in one catalog, the subject entries are arranged alphabetically in another. Fenwick Library has a divided catalog.

EDITION - the total number of copies of a book printed form one set of type. A revised or new edition indicates that the text has been changed or new material added. The new edition will have a new copyright date.

GLOSSARY - a list of technical words on a subject, with definitions.

HOLDINGS - the books, periodicals and other materials held by the library in its collection.

INDEX - a reference tool used to indicate where wanted information can be found. The index of a book points out the page on which certain information can be found. The card catalog is an index to the materials in a library.

LIBRARY OF CONGRESS - the principle library of the U.S., located in Washington, D.C. Most items published in the U.S. collected in this library. The Library of Congress also provides services to other libraries, such as publication of subject headings lists and printing and selling of catalog cards.

LIBRARY OF CONGRESS SUBJECT HEADINGS (LCSH) - an alphabetical list of all subject headings used by the Library of Congress to classify books. These headings are also used in Fenwick's subject card catalog. This list is published in two volumes of red books that are located on tables by the card catalog.

MICROFORMS - a greatly reduced photographic reproduction of printed matter on film. Information may be arranged on rolls of film, known as MICROFILM or on film cards known as MICROFICHE.

OCLC - an online catalog that lists over 9 million items and tells you which of over 3,000 libraries has these items in their collections. you can look for books, periodicals, records, films, and other items on the OCLC system by author and title, but not by subject.

ONLINE CATALOG - a catalog of library materials that is accessed by using a computer terminal. ALIS is the online catalog in Fenwick Library.

ONLINE SEARCH - a search of the literature for research purposes using a computer terminal to access bibliographic databases. Usually the product is a computer-produced bibliography of citations relevant to a particular research topic. Information about online searches available in Fenwick Library can be obtained at the Reference Desk.

PAMPHLET - a publication which usually deals with a single subject and consists of only a few pages bound or stapled together within paper covers.

PERIODICAL - a publication issued at regular intervals such as weekly, monthly, or quarterly. The term periodical is interchangeable with the terms JOURNAL and MAGAZINE. Time Magazine, Scientific American and American Journal of Political Science are all periodicals. A periodical issued at irregular or more lengthy intervals in known as a SERIAL.

PERIODICALS AND SERIALS HOLDINGS LIST - an alphabetical listing of periodicals in Fenwick Library. This book will tell you whether the periodical you want is in paper form or in microform. It is located in several places in the library including the Reference Desk.

PUBLISHER - the company responsible for the printing and sale of an author's work.

PUBLICATION DATE - the year a book comes off the press and is offered for sale. This date is usually the same as the copyright date, but occasionally the copyright date is earlier. Publication date is usually listed on the book's title page.

REFERENCE BOOK - a book designed to be consulted for specific facts rather than to be read through.

REFERENCE LIBRARIAN - the person to ask if you have questions about library research resources or services. Reference librarians are available at the reference desk or by telephone for such questions.

STACKS - a series of bookcases, usually double faced, arranged in a room or in a section of a library for compact storage of the principle book collection in the library.

SUBJECT HEADING - a word or phrase which is used to describe the contents of a book or article and therefore indicates to the reader usefulness of that item to his/her purposes. Subject headings are used consistently throughout a subject card catalog, or in an index of a book or to periodical articles.

TABLE OF CONTENTS - a list of sections, chapters, and other parts of a book with references to pages in which they begin; an outline of a book's contents generally in the front part of the book.

TEXT - the main body of a book as differentiated from notes, appendix, preliminaries, index, etc.

TITLE PAGE - the first important page in a book. Information given there usually includes: author's name (or editor's name), title, edition (if there is one), publisher and place published. The back of the title page, or verso, usually has the copyright date.

APPENDIX C

ENGLISH 302 TRANSPARENCIES

1. ENCYCLOPEDIA OF EDUCATIONAL RESEARCH: TITLE PAGE
2. ENCYCLOPEDIA OF EDUCATIONAL RESEARCH: INDEX PAGE
3. ENCYCLOPEDIA OF EDUCATIONAL RESEARCH: MASS MEDIA
4. ENCYCLOPEDIA OF EDUCATIONAL RESEARCH: MASS MEDIA CONTINUED
5. ENCYCLOPEDIA OF EDUCATIONAL RESEARCH: MASS MEDIA CONTINUED
6. LCSH: TITLE PAGE
7. LCSH: TELEVISION
8. ALIS SCREEN - MENU
9. ALIS SCREEN - SUBJECT INSTRUCTION
10. ALIS SCREEN - SUBJECT TERMS
11. ALIS SCREEN - LIST OF TITLES
12. ALIS SCREEN - CIRCULATION INFORMATION
13. ALIS SCREEN - BIBLIOGRAPHIC INFORMATION #1
14. ALIS SCREEN - BIBLIOGRAPHIC INFORMATION #2
15. TRANSPARENCY: TELEVISION AND YOUTH
16. P.A.I.S.
17. PSYCHOLOGICAL ABSTRACTS: THESAURUS PAGE
18. PSYCHOLOGICAL ABSTRACTS: SUBJECT INDEX
19. PSYCHOLOGICAL ABSTRACTS: ABSTRACTS SECTION
20. BIOLOGICAL ABSTRACTS: TITLE PAGE
21. BIOLOGICAL ABSTRACTS: KEY WORD INDEX
22. BIOLOGICAL ABSTRACTS: ABSTRACT SECTION
23. SAMPLE JOURNAL CITATION
24. SAMPLE BOOK CITATION
25. SAMPLE GOVERNMENT DOCUMENT CITATION
26. PERIODICALS HOLDINGS LIST

Revised July 31, 1987

Selected Subject Encyclopedias at Fenwick Library
(Overview Articles for Topic Selection)

American Academic Encyclopedia	Ref AE 5 .A23 1982 & CD-ROM Reference Room
Encyclopedia Americana	Ref AE 5 .E333 1983
Encyclopedia Britannica	Ref AE 5 .E363

*** humanities: art, literature, music, history, philosophy, religion ***

New Grove Dictionary of American Music	Ref ML 101 .U6N48 1986
McGraw-Hill Encyclopedia of World Biography	Ref CT 103 .M3
Encyclopedia of World Art	Ref N 31 .E6
Cassell's Encyclopedia of World Literature	Ref PN 41 .C3
Encyclopedia of World Literature in the 20th Century	Ref PN 774 .L4
Contemporary Authors	Ref Z 1224 .C6
New Grove Dictionary of Music and Musicians	Ref ML 100 .N4
New Cambridge Modern History	Ref D 208 .C32
International Encyclopedia of the Film	Ref PN 1993.45 .I6
Dictionary of American History	Ref E 174 .D53
Encyclopedia of Philosophy	Ref B 41 .E5
Dictionary of the History of Ideas	Ref CB 5 .D5
Encyclopedia of Bioethics	Ref QH 332 .E52
Princeton Encyclopedia of Poetry and Poetics	Ref PN 1021 .E6 1974
Dance Encyclopedia	Ref GV 1585 .C5 1967
McGraw-Hill Encyclopedia of World Drama	Ref PN 1625 .M3 1984
Encyclopedia of Religion	Ref BL 31 .E46 1987

*** social sciences: economics, education, sociology, social work, political science, psychology, ethnology ***

Encyclopedia of the American Constitution	Ref KF 4548 .E58
International Encyclopedia of the Social Sciences	Ref H 41 .I6
International Encyclopedia of Education	Ref LB 15 .I569 1985
Encyclopedia of Educational Research	Ref L 901 .E57 1982
Encyclopedia of Physical Education, Fitness, & Sports	Ref GV 567 .E49
Encyclopedia of the Third World	Ref HC 59.7 K87 1982
Encyclopedia of Black America	Ref E 185 .E55
Handbook of North American Indians	Ref E 76.2 .H36
Encyclopedia of Social Work	Ref HV 35 .S6
International Encyclopedia of Psychiatry, Psychology, Psychoanalysis, and Neurology	Ref RC 334 .I68
Handbook of Child Psychology	Ref BF 721 . H242
Encyclopedia of Psychology	Ref BF 31 .E52 1984
Encyclopedia of American Economic History	Ref HC 103 .E52
Encyclopedia of Crime and Justice	Ref HV 6017.E52 1983
Guide to American Law	Ref KF 156 .G77 1983

[O V E R]

*** sciences and engineering ***

McGraw-Hill Encyclopedia of Science and Technology	Ref Q 121 .M3 1982
Van Nostrand's Science Encyclopedia	Ref Q 121 .V3
McGraw-Hill Encyclopedia of Energy	Ref TJ 163.2 M3 1980
Encyclopedia of Computer Science and Engineering	Ref QA 75.15 .E48
Encyclopedia of Chemistry	Ref AD 5.V37 1984
Standard Handbook for Electrical Engineers	Ref TK 151 .S8 1978
Encyclopedia of Environmental Science and Engineering	Ref TD 9 .E5 1983
Encyclopedia of Physical Sciences and Technology	Ref Q 123 .E497 1987
Current Therapy	Ref RM 101 .C87
Handbook of Information Technology and Office Systems	Ref QA 76 .H27 B4 1986

*** current affairs ***

Editorial Research Reports	Ref H 35 .E45
Congressional Quarterly Almanac	Ref JK 1 .C6
Editorials on File	Ref D 839 .E3

UNITED STATES GOVERNMENT DOCUMENTS

GETTING STARTED

Where is the U.S. Government Documents Collection located in Fenwick Library?

The great majority of U.S. documents are found on the first floor of Wing C. Here you will find paper documents as well as many on microfiche. The indexes to the government documents as well as some heavily used documents are in the Reference Collection.

How is the U.S. Government Documents Collection organized?

U.S. Documents are arranged by the Superintendent of Documents Classification system (called SuDocs for short). In this system each call number begins with a letter or letters which represents the name of the agency issuing the publication. Numbers are then added to designate subordinate offices within the agency or to indicate numbers in series. A further explanation of this classification system can be found in An Explanation of the Superintendent of Documents Classification System, a short pamphlet available at the Documents/Microforms Service Desk in Wing C, first floor.

FIRST STOP: FINDING A SUDOCS NUMBER

The key to finding U.S. Documents is to have a SuDocs number. Some quick ways to find SuDocs numbers are listed and briefly explained below:

1. OCLC - A computerized database in which have been entered all recent and many older documents. Please ask at the Reference Desk for assistance.

2. List of Classes of United States Government Publications Available for Selection by Depository Libraries. (Located at the Reference Desk.) A general outline of those SuDoc numbers and publication series issued by each agency and available to Depository Libraries.

3. Cumulative Title Index to United States Public Documents, 1789-1976. (Located on Index Shelving in Reference.) Contains a single alphabetical listing of titles of documents from 1789 to 1976 contained in the Public Documents Library of the Government Printing Office. SuDoc numbers are included with the title entries.

4. Andriot, John L., ed. Guide to U.S. Government Publications. (Located behind the Reference Desk.) This reference work provides access to government publications and is arranged by SuDoc class number. The guide also provides a complete listing of the SuDoc classification scheme and its changes. Agency and Title Indexes are provided and most entries are annotated.

SECOND STOP: USE THE INDEXES

An important fact to remember in looking for government information and publications in Fenwick Library is that most of the publications retained in the government documents collection are not listed in the library's catalog. Instead, the Library uses a variety of indexes for locating publications by author, by title, and by subject. Some of the primary indexes are listed and explained below. All of these indexes are located in the Reference Area.

Monthly Catalog of United States Government Publications. Washington, D.C.: U.S. Government Printing Office.
Index J 83 .A18

The Monthly Catalog is the official monthly record of U.S. government publications cataloged by the library of the Government Printing Office. It contains a descriptive listing of publications distributed to depository libraries. In the back of each issue are six indexes: author (includes both personal and government agency authors), title, subject, series/report, stock number, and title keyword. These indexes are cumulated semiannually, then annually. The semiannual and annual indexes also include an index of Superintendent of Documents numbers. Additional assistance to the user is provided in the front of each issue.

CIS Index. Washington, D.C.: Congressional Information Service.
Index KF 49 .C62

CIS Index attempts to comprehensively index every publication issued by the U.S. Congress except the Congressional Record. This includes Congressional committee hearings, reports, documents, and committee prints as well as publications from the Congressional Budget Office and the Office of Technology Assessment. CIS is issued monthly in two parts: Abstracts and Index. The Index volume cumulates quarterly and both parts are cumulated into annual volumes. The annual volumes are then cumulated into sets covering four or five year periods. The indexes can be accessed from a variety of approaches including subjects and names, titles, bill/report/document numbers, and committee/subcommittee chairman.

American Statistics Index. Washington, D.C.: Congressional Information Service.
Index HA 202 .A69

ASI is a comprehensive index and guide to U.S. Government Publications containing statistical information. ASI follows the same format as CIS. It is issued monthly in two sections, Abstracts and Index, and then cumulated annually. There are four approaches available in the Index Section: subjects and names, categories, titles, and document or report number.

ASI issues microfiche copies of all the publications it indexes. Since 1981, Fenwick Library has received the ASI publications on microfiche that are NOT available to depository libraries. These are filed by ASI accession number and located in a green microfiche cabinet marked, ASI. The Library also receives most publications indexed in ASI, whether in paper or on microfiche, that are available to depository libraries. So you can be quite certain that most documents listed in ASI and published since 1981 will be available in the Documents/Microforms Area of the Library.

Index to United States Government Periodicals. Chicago: Infordata International. Index Z 1223 .Z9 I5

In 1984 the Library began a subscription to this quarterly publication. It lists by subject and author the articles appearing in approximately 200 government published periodicals and journals. These titles are listed inside the front and back covers of the Index.

Government Reports Announcements and Index. Springfield, VA: National Technical Information Service.
Index T 45 .G6

Published by the National Technical Information Service (NTIS), this is a comprehensive indexing and abstracting source for federally sponsored research and development reports and contractors reports. GRAI is arranged by COSATI (Committee on Scientific and Technical Information) subject fields. The Index provides access through subject, personal author, corporate author, and contract number. There are several ways to obtain these reports. The Library subscribes to selected groups of these publications through the SRIM (Selected Research in Microfiche) Service available through NTIS.

Other indexes to be consulted include:

Energy Abstracts for Policy Analysis
Index TJ 163.2 .E64

Energy Research Abstracts
Index TJ 163.2 .E74

GAO Documents
Index HJ 9802 .G2

Index Catalogue of Medical and Veterinary Zoology
Index SF 601 .I6

Index Medicus
Index R 100 .I6

Scientific and Technical Aerospace Reports (STAR)
Index TL 501 .S5

Selected Water Resources Abstracts
Index TC 1 .S46

SPECIALIZED GOVERNMENT REFERENCE SOURCES

Budget of the United States Government.
Ref. HJ 2051 .A59

Current and older editions are also in Government Documents.

Code of Federal Regulations (CFR).
Ref. KF 70 .A3 C6

Contains administrative law of the federal government.

Congressional Quarterly Almanac.
Ref. JK 1 .C6

Summarized annual congressional and political activity.

Congressional Quarterly Weekly Report.
Ref. JK 1 .C62

Does same as above only on current basis.

Constitutions of the United States, National and State.
Ref. KF 4530 .C6 C6

Digest of Educational Statistics.
Ref. L 112 .A35

An annual compilation of statistics on American education.

Journal of the House of Representatives of the United States.
Ref. J 45 .A2

Official record of the proceedings of the House published at the end of each congressional session.

Journal of the Senate of the United States.
Ref. KF 45 .Ax

Same as above for the Senate.

Occupational Outlook Handbook.
Ready Ref. HF 5381 .A103

Official Congressional Directory.
Ref. JK 1011 .U5

Public Papers of the President.
Ref. J 80 .A5

Survey of Current Business.
Ref. HC 101 .A13

Good for business statistics.

Treaties in Force.
Ref. JX 236

United States Code.
Ref. KF 62 .A2

A consolidation and codification of all general and permanent statutes in force at the time of publications. (See also Supplements.)

United States Government Manual.
Ready Ref. JK 404 .U5

The official handbook of the federal government. Good for descriptions of agencies, departments, etc.

United States Postal Service. National Zip Code and Post Office Directory.
Ready Ref. HE 6361 .A3124

United States Reports. Cases Adjudged in the Supreme Court.
Ref. KF 101.2 .S8

The official edition of the U.S. Supreme Court decisions.

United States Statutes at Large.
Ref. KF 50 .U6

Consists of the chronological, sessional arrangement of public and private laws. Good for legislative history.

United States Supreme Court Report, Lawyers Edition.
Ref. KF 101.3 .S8

An unofficial annotated edition of the Supreme Court decisions.

SPECIALIZED GOVERNMENT PERIODICALS:

The following specialized government periodicals are located in the Periodicals Collection unless otherwise indicated.

Congressional Record (also on microform)

A daily record of the proceedings of Congress.

Consumer Price Index Detailed Report.

Department of State Bulletin.

Good for foreign policy.

Employment and Earnings.

Federal Register. (Located in Documents Collection and on microform.)

Daily issues contain rules and regulations of the departments and agencies of the executive branch.

Federal Reserve Bulletin.

Good for the national and international financial situation.

Monthly Labor Review.

Good for current labor statistics.

Weekly Compilation of Presidential Documents.

EXPLOIT ONLINE TECHNOLOGY: COMPUTERIZED LITERATURE SEARCHING

For a fee, you can have a librarian produce a bibliography on your topic by searching an online database for government documents. Through Dialog and BRS, the following databases pertaining to government documents are available:

American Statistics Index (ASI)
Congressional Information Service (CIS)
Commerce Business Daily
Congressional Record Abstracts
Federal Index
GPO Monthly Catalog
GPO Publications Reference File
National Criminal Justice Reference Service (NCJRS)
National Technical Information Service (NTIS)

Ask at the reference desk about computer searching.

THE LIBRARY WITHOUT WALLS

Please remember that in the Metropolitan Washington Area there is an extraordinary number of additional sources for government documents and information.

Prepared by: B. Roth, 10/84
Fenwick Library
George Mason University

Revised 8/85

CITATION INDEXES

When you write a report or term paper, all of your references must be listed in the footnotes or bibliography. References that you might use in writing your paper appear in a variety of formats: books, articles in journals or newspapers, reports and government documents. References are also called citations; when a work is listed in the bibliography or footnotes of your paper, you are said to cite that work. When articles or books are published, the authors must also cite their references. It is this practice which forms the basis for the citation indexes.

The following citation indexes are located in the Reference Area at Fenwick Library.

Index AI 3.A63 Arts and Humanities Citation Index A multidisciplinary index to the literature of the arts and humanities, this includes references to books and articles from over 6000 journals. Disciplines such as archeology, art, dance, film, history, language, literature, music, philosophy and theater are covered.

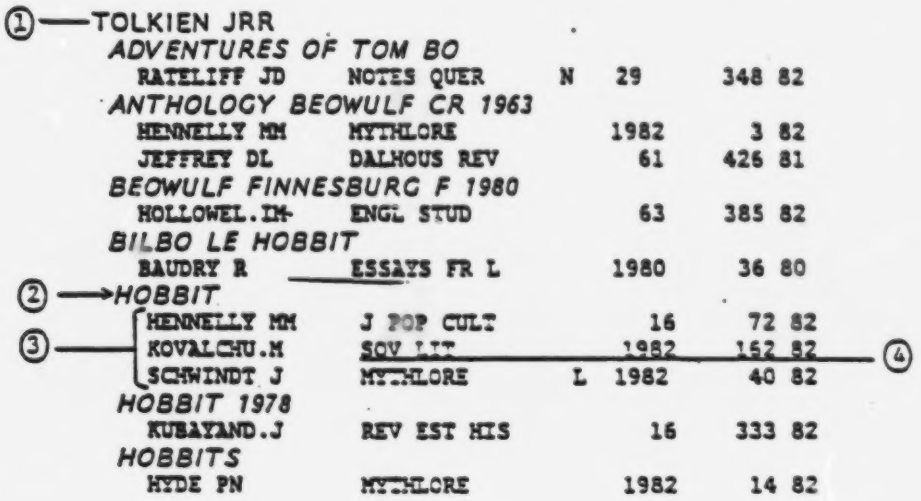
Index AI 3.S62 Social Sciences Citation Index References to books and articles from over 3000 journals are included in this multi-disciplinary index. Among the disciplines covered are communication, economics, education, geography, law, management, philosophy, psychology, and sociology.

Index Q 1.S3 Science Citation Index The index is international in scope and includes references to books and articles in over 2000 journals. It covers all scientific disciplines, including engineering, physics, biology, chemistry and mathematics.

Each of these titles is in fact a collection of indexes which relate to each other. All of them contain the following divisions: Citation Index, Source Index and Permuterm Subject Index. In addition, there may be other divisions within each title, e.g., Patent Citation Index under Science Citation Index.

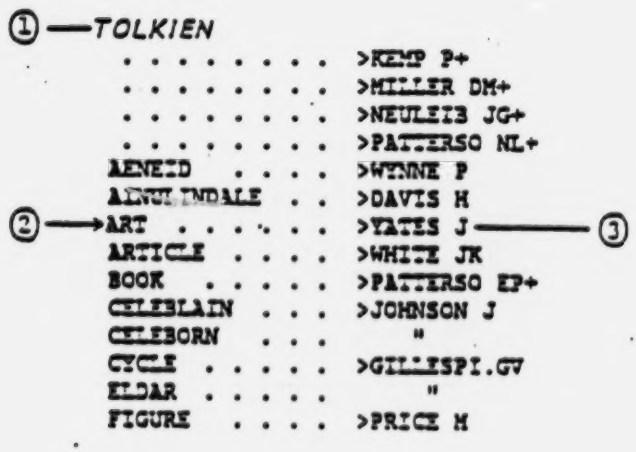
If you know of an article or book on a subject, any other books or articles in which the original has been cited could be of potential interest. The Citation Index section of any of the titles mentioned above will list published works and then list authors who may have cited those works during a given year (even if the cited work was published long ago).

Using the Arts and Humanities Citation Index, you might want to read what had been written about The Hobbit by J.R.R. Tolkien during 1982. To begin, you would look up the cited author's name: Tolkien, J.R.R. in the Citation Index. Under his name, as the example which follows indicates, you will find his works listed, including The Hobbit (the cited work). Three people (citing authors) are listed as having cited The Hobbitin their own books and articles during 1982. Tolkien's book could be cited by other authors in every year subsequent to its publication.


①
TOLKIEN JRR
ADVENTURES OF TOM BO
RATELIFF JD NOTES QUER N 29 348 82
ANTHOLOGY BEOWULF CR 1963
HENNELLY MM MYTHLORE 1982 3 82
JEFFREY DL DALHOUS REV 61 426 81
BEOWULF FINNESBURG F 1980
HOLLOWEL.IM ENGL STUD 63 385 82
BILBO LE HOBBIT
BAUDRY R ESSAYS FR L 1980 36 80
②
HOBBIT
③
HENNELLY MM J POP CULT 16 72 82
KOVALCHU.M SOV LIT 1982 162 82
SCHWINDT J MYTHLORE L 1982 40 82
④
HOBBIT 1978
KUBAYAND.J REV EST HIS 16 333 82
HOBBITS
HYDE PN MYTHLORE 1982 14 82

1 - Cited author: Tolkien JRR
2 - Cited work: Hobbit
3 - Authors who have cited that work in 1982:
Hennelly MM; Kovalchu M; Schwindt J
4 - Abbreviated title of journal: Sov Lit
Volume number: 1982
Page: 162
Year article was published citing
The Hobbit: 82

To find material on a specific subject, use the Permuterm Subject Index. This division is created by taking the keywords from all titles in the index and making them into subject headings. Under each subject heading is an alphabetical listing of other keywords appearing with that subject in the titles of works. For example, you might wish to learn something about the art used in Tolkien's books. Utilizing the Permuterm Subject Index of Arts and Humanities Citation Index for 1982, you would first look up "Tolkien", which is a primary subject term in this case. The words listed under these primary subject terms are their co-terms, in this case "art." An example follows:


①—TOLKIEN
. . . . . >KEMP P+
. . . . . >MILLER DM+
. . . . . >NEULEIB JG+
. . . . . >PATTERSO NL+
AENEID . . . . >WINNE P
ARTHURIAN . . >DAVIS H
②—→ART . . . . . >YATES J———③
ARTICLE . . . . >WHITE JK
BOOK . . . . . >PATTERSO EP+
CELESTAIN . . . >JOHNSON J
CELESTINE . . . "
CYCLE . . . . . >GILLESPI.GV
ELDAR . . . . . "
FIGURE . . . . >PRICE M

1 - Primary term: Tolkien
2 - Co-term: Art
3 - Name of author who published article on this subject: Yates J

Note the name of "Yates, J." appearing beside the co-term "art." Yates is an author who wrote a work in which the terms "Tolkien" and "art" appeared. To get a complete citation for this work, you must look up the author's name in the Source Index for the same year or time period.

The Source Index is an alphabetical listing by author of all the references indexed. The following example shows how the reference for "Yates, J." appears in the Source Index of the Arts and Humanities Citation Index for 1982.

Prepared by: Gordon Jessee
January 1985

IDENTIFYING PERIODICAL INDEXES

APPENDIX G

Use an index or abstract to locate magazine, journal, and newspaper articles. Indexes, which list articles from many different journals, can usually be searched by subject or author. Abstracts are like indexes, but they also include summaries of the individual articles.

Indexes are located in the Reference Area. Once you have identified pertinent articles, check a Periodicals Holdings List in the Reference, Government Documents or Periodicals Area to see if the library subscribes to the journals you need.

Locate the journals yourself on the shelves. The Periodicals area is on the left of the lobby as you enter the library. Periodicals are arranged alphabetically by titles; titles beginning with initials are filed before other titles of that letter. Current issues, newspapers, and bound titles A-N are filed on the first floor. Bound titles O-Z are on the mezzanine.

If the periodicals you want are here but are not on the shelves, check on tables, book trucks, and on the sorting shelves located in the rear of the Periodicals Area. If the journals you want are not available here, consult the Reference desk for information on interlibrary loan and other area libraries.

And remember, the Reference librarian is available to help you in your information search; just ask!

SUBJECT	INDEX	CALL NUMBER (LOCATION)
INTERDISCIPLINARY:		
bibliographies	*Bibliographic Index	Index Z 1002 .B5
book reviews	*Book Review Index	Index Z 1219 .B62
	*Book Review Digest	Index Z 1219 .B6
	Technical Book Review Index	Index T 1 .T4
	An Index to Book Reviews in the Humanities	Index Z 1035 .A1 I6
	Combined Retrospective Index to Book Reviews in Scholarly Journals 1886-1974	Index Z 1035 .A1 C64
current events	*Reader's Guide to Periodical Literature	Index AI 3 .R48
	*New York Times Index	Index AI 21 .N45
	*Washington Post Index	Index AI 21 .W33 W36
	*National Newspaper Index	Microfilm reader near reference desk
	Info-Trac	Microcomputer near reference desk
	CBS News Index	Index PN 4888 T4 C17A

* - Also available on database

dissertations	*Dissertations Abstracts International	Index AC 801 .D57
	Comprehensive Dissertation Index	Index AC 801 .C6
	American Doctoral Dissertations	Index AC 801 .A62
	*Masters Abstracts	Index AC 801 .M3
people	Biography Index	Index CT 100 .B5
statistics	*American Statistics Index	Index HA 217 .A69
	Statistical Reference Index	Index HA 217 .S83x
	Index to International Statistics	Index HA 17 .I535
	Population Index	Index HE 151 .C96
U.S. documents	*Monthly Catalog	Index J 83 .A18
	*CIS Index (Congressional documents)	Index KF 49 .C62
	*Government Reports Announcements and Index (NTIS)	Index T 45 .G6
	*STAR: Scientific and Technical Aerospace Reports	Index TL 501 .S5
	Index to U.S. Government Periodicals	Index Z 1223 Z 915
State documents	Checklist of Virginia State Publications	Index Z 1223.5 .V81
ACCOUNTING	*Business Periodicals Index	Index HF 5001 .B848
	Accounting Articles	Ref HF 5635 .A3
	Accountants' Index	Index HF 5601 .A76
AMERICAN STUDIES (see also other subject categories)	Humanities Index	Index AI 3 .H85
	*America: History and Life	Index E 156 .E4
	*Social Sciences Index	Index AI 3 .S62
ANTHROPOLOGY	Abstracts in Anthropology	Index GN 1 .A5
	Anthropological Literature	Index GN 1 .A57
	*Humanities Index	Index AI 3 .H85
	*Social Sciences Index	Index AI 3 .S62
	International Bibliography of Social and Cultural Anthropology	Ref GN 24 .I6
ART	*Art Index	Index N 1 .A7
	*RILA	Index N 6350 .R2
	*Humanities Index	Index AI 3 .H85
	*Arts and Humanities Citation Index	Index AI 3 .A63
ASTRONOMY	*Applied Science and Technology Index	Index T 1 .A6
	*Physics Abstracts	Index QC 1 .S3

* - Also available on database

ASTRONOMY cont.	*Current Contents: Physical and Chemical Sciences	Index Q 1 .C82
BIOLOGY	*Biological and Agricultural Index	Index QH 301 .B52
	*Biological Abstracts	Index QH 301 .B5
	*Science Citation Index	Index Q 1 .G46x
	*Environment Abstracts	Index QH 541 .E55
	Wildlife Review	Index QL 1 .W5
	*Zoological Record	Index QL 1 .Z6
	*Current Contents: Agriculture, Biology and Environmental Science	Index Q 1 .C83
	*Current Contents: Life Sciences	Index Q 1 .C8
BUSINESS	*Business Periodicals Index	Index HF 5001 .B848
	*F and S Index	Index HG 4961 .F2
	*Wall Street Journal Index	Index HG 4501 .W3
	*Personnel Literature	Index HE 151 .C96x
CHEMISTRY	*Applied Science and Technology Index	Index T 1 .A6
	*Chemical Abstracts	Index QD 1 .C5
	*Science Citation Index	Index Q 1 .G46x
	*Current Contents: Physical, Chemical and Earth Sciences	Index Q 1 .C82
CLASSICAL STUDIES	*Humanities Index	Index AI 3 .H85
	*Arts and Humanities Citation Index	Index AI 3 .A63
	L'Annee Philologique	Ref PA 29 .A6 1972
	*RILA	Index N 6350 .R2
	*Historical Abstracts	Index D 299 .H5
COMMUNICATION	Communication Abstracts	Index P 90 .C628x
	Index to Journals in Communication Studies Through 1979	Ref P 87 .M29x 1980 Ref P 87 .M29x 1980
	*LLBA: Language and Language Behavior Abstracts	Index P 1 .L2
	*Humanities Index	Index AI 3 .H85
	*Social Sciences Citation Index	Index H 83 .S63
	CBS News Index	Index PN 4888 T4 C17A
COMPUTER SCIENCE	*Applied Science and Technology Index	Index T 1 .A6
	*Computing Reviews	Index QA 76 .C66
	ACM Guide to Computing Literature	Index QA 1 .C5854
	*Computer Literature Index	Index QA 76 .Q3
DANCE	*Humanities Index	Index AI 3 .H85
	*Arts and Humanities Citation Index	Index AI 3 .A63

* - Also available on database

DECISION SCIENCES	*Business Periodicals Index	Index HF 5001 .B848
	Computing Reviews	Index QA 76 .C66
	*Applied Science and Technology Index	Index T 1 .A6
ECONOMICS	*Journal of Economic Literature	Index HB 1 .I345
	*Index of Economic Articles	Index HB 1 .J6
	*Social Sciences Index	Index AI 3 .S62
	International Bibliography of Economics	Ref HB 71 .I6
EDUCATION	*Education Index	Index L 11 .E4
	*Current Index to Journals in Education	Index L 11 .C8
	*Resources in Education	Index L 11 .E73
	*Exceptional Child Education Resources	Index LC 3951 .E9
	Higher Education Abstracts	Index LB 2343 .C6
ENERGY	*Applied Science and Technology Index	Index T 1. A6
	*Physics Abstracts	Index QC 1 .S3
	*Energy Research Abstracts	Index TJ 163.2 .E74
	*Energy: A Continuing Bibliography with Indexes	Index TL 521 .A333
	Energy Abstracts for Policy Analysis	Index TJ 163.2 E64
ENGINEERING	*Applied Science and Technology Index	Index T 1. A6
	*Engineering Index	Index TA 1 .E57
	*STAR: Scientific and Technical Aerospace Reports	Index TL 501 .S5
	*Current Contents: Engineering, Technology and Applied Sciences	Index T 1 .C8
	Aeronautical Engineering Index	Index TL 545 N224
ENVIRONMENT	Selected Water Resources Abstracts	Index TC 1 .S46
	*Environment Abstracts	Index QH 541 .G55
	Environment Index	Index QH 541 .E56
	Pesticides Abstracts	Index RA 421 .P4
	EPA Publications Bibliography	Index TD 170 .E2x
ENGLISH	see LITERATURE	
FOLKLORE & FOLKLIFE	*MLA Bibliography	Index P 1 .M24
	*Humanities Index	Index AI 3 .H85
	*American History & Life	Index E 156 .A4
GEOGRAPHY	Current Geographical Publications	Index G 116 .A6
	GEO Abstracts	Index G 1 .G25x
	*Social Sciences Index	Index AI 3 .S62

* - Also available on database

GEOLOGY	*Bibliography and Index of Geology	Index QE 1 .B5x
	*Current Contents: Physical, Chemical and Earth Sciences	Index Q 1 C82
GERONTOLOGY	Current Literature on Aging	Ref HQ 1061 .C87x
	Index to Service Center for Aging Information	Index HV 1451 .N59 P7x
	*Social Sciences Index	Index AI 3 .S62
	*Index Medicus	Index R 100 .I6
	*Psychological Abstracts	Index BF 1 .P8
GOVERNMENT and POLITICAL SCIENCE	*Public Affairs Information Service (PAIS) Bulletin	Index H 1 .P845
	ABC Pol Sci	Index JA 1 .A2
	*Congressional Information Service Index	Index KF 49 .C6 C2
	*Washington Post Index	Index AI 21 .W33 W36
	International Bibliography of Political Science	Ref JA 71 .I6
HEALTH AND PHYSICAL EDUCATION	Physical Education Index	Index GV 704 .S64x
	Physical Education/Sports Index	Index GV 201 .P538
	Sport and Recreation Index	Index HV 704 .S64x
	Physical Fitness/Sports Medicine	Index RA 781 .P57
	BIHEP: Bibliographic Index of Health Education Periodicals	Index RA 440 .A1 B48
HISTORY	Recently Published Articles	Index D 1 A 44x
	*Humanities Index	Index AI 3 .H85
	*Historical Abstracts	Index D 299 .H5
	*America: History and Life	Index E 156 .A4
	*Arts and Humanities Citation Index	Index AI 3 .A63
LATIN AMERICAN STUDIES	Handbook of Latin American Studies	Index F 1408 .H3
	HAPI: Hispanic American Periodical Index	Index F 1408 .H31
LAW	Current Law Index	Index K 33 C87
LINGUISTICS	*MLA Bibliography	Index P 1 .M24
	*Language and Language Behavior Abstracts	Index P 1 .L2
LITERATURE	*MLA Bibliography	Index P 1 .M24
	Abstracts of English Studies	Index PE 25 .A16
	*Humanities Index	Index AI 3 .H85
	British Humanities Index	Index AI 3 .B7
	*Arts and Humanities Citation Index	Index AI 3 .A63
	Essay and General Literature Index	Index AI 3 .E752
	(see also "book reviews")	

* - Also available on database G-5

MANAGEMENT	*Business Periodicals Index	Index HG 5001 .B848
	Personnel Literature	Index HF 5549 .P47x
	*Psychological Abstracts	Index BF 1 .P8
MATHEMATICS	*Mathematical Reviews	Index QA 1 .M3
	Zentralblatt fur Mathematik und ihre Grenzgebiete	Index QA 1 .Z4
	Current Mathematical Publications	Index QA 36 C85
MUSIC	Music Index	Index ML 118 .M8
	*RILM Abstracts	Index ML 1 .I83
	Music Psychology Index	Index ML 128 .M77 M9
NURSING	*Cumulative Index to Nursing and Allied Health Literature	Index RT 1 .C8
	International Nursing Index	Index RT 1 .I6
	*Hospital Literature Index	Index RA 963 .A642x
	*Index Medicus	Index R 100 .I6
	Medical Care Review	Index RA 410 .A1 M44
	National Library of Medicine Literature Search	Index R 129 .N3
PHILOSOPHY	*Philosopher's Index	Index B 1 .P5
	British Humanities Index	Index AI 3 .B7
	*Humanities Index	Index AI 3 .H85
	*Arts and Humanities Citation Index	Index AI 3 .A63
PHYSICS	*Applied Science and Technology Index	Index T 1. A6
	*Physics Abstracts	Index QC 1 .S3
	*Science Citation Index	Index Q 1 .S3
	*Current Contents: Physical, Chemical and Earth Sciences	Index Q 1 .C82
PSYCHOLOGY	*Social Sciences Index	Index AI 3 .S62
	*Psychological Abstracts	Index BF 1 .P8
	*Social Sciences Citation Index	Index H 83 .S63
	Child Development Abstracts and Bibliography	Index HQ 750 .A1 C47
PUBLIC ADMINISTRATION	Sage Public Administration Abstracts	Index JA 1 .S27
	*Public Affairs Information Service (PAIS) Bulletin	Index H 1 .P845
	*Social Sciences Index	Index H 83 .S63
	ABC Pol Sci	Index JA 1 .A2
	International Bibliography of Political Science	Ref JA 71 .I6
	CBS News Index	Index PN 4888 T4 C17A
SOCIOLOGY, SOCIAL SCIENCE	*Sociological Abstracts	Index HM A .S6
	Combined Retrospective Index to Journals in Sociology	Index H 1 .C17

* - Also available on database

SOCIOLOGY, SOCIAL SCIENCE cont.	*Social Sciences Index	Index AI 3 .S62
	*Social Sciences Citation Index	Index H 83 .S63
	Current Literature on Aging	Ref HQ 1061 .C87x
	Criminal Justice Abstracts	Index HV 6001 .C67
	*Sage Family Studies Abstracts	Index HQ 536 .S23
	International Bibliography of Sociology	Ref HM 51 .I61
	Population Index	Index HE 151 .C96
	*Inventory of Marriage and Family Literature	Ref HQ 728 .I68x
SOCIAL WORK	*Social Work Research and Abstracts	Index HV 1 .A2
	*Social Sciences Index	Index AI 3 .S62
	Current Literature on Aging	Ref HQ 1061 .C87x
	Human Resources Abstracts	Index HV 1 .P6
	Women's Studies Abstracts	Index HQ 1101 .W6
	Crime and Delinquency Literature	Index HV 6001 .C67
	Journal of Studies on Alcohol	Index RC 565 .J6
	*Inventory of Marriage and Family Literature	Ref HQ 728 .I68x
THEATRE	*Humanities Index	Index AI 3 .H85
	*MLA Bibliography	Index P 1 .M24
	*Arts and Humanities Citation Index	Index AI 3 .A63
WOMEN'S STUDIES	Women's Studies Abstracts	Index HQ 1101 .W6

* - Also available on database

DECIPHERING THE CODE: BIBLIOGRAPHIC CITATIONS

The information that describes an article, book, document or other item of printed information is a "bibliographic citation" or "reference." Knowing the most common forms of bibliographic citations will help you when you encounter more complex citations in your research.

When in doubt about a bibliographic citation:

1) check the front of the index in which you found the citation to find an explanation of its system and abbreviations.

2) Ask at the Reference Desk. Reference librarians can:

   -help decipher bibliographic citations,
   -help you find a copy at Fenwick Library,
   -suggest other libraries that may own the item, or
   -suggest alternate sources of information.

BOOKS

The basic format is:

Author. Title. Place: Publisher, Date.

For example, this book was mentioned in Technical Book Review Index

Parker, Sybil P., ed. McGraw-Hill encyclopedia of engineering. New York, McGraw-Hill, 1983. 1264p. $57.50. LC 82-18663.

Variations to the basic format occur, for example:

[1383] Hadden, Jeffrey K.; Swann, Charles E. *Prime Time Preachers: The Rising Power of Televangelism*. Reading, MA: Addison-Wesley; 1981. xxii, 217 pp. [†Use of television for evangelism.]

MLA Bibliography

Sigel, Efrem, ed. Videotext: the coming revolution in home/office information retrieval. '80 154p il index (Communications Lib.) (LC 79-18935) (ISBN 0-914236-41-5) $24.95—*Knowledge industry pubns*

Public Affairs Information Service Bulletin

[3815] Madden, Paul. "Jim Allen." 36-55 in Brandt, George W., ed. *British Television Drama*. Cambridge: Cambridge UP; 1981. 276 pp. [†Television drama.]

MLA Bibliography
This refers to a chapter in the book British Television Drama.

To find books at Fenwick Library, check the author/title catalog or the ALIS computer catalog terminal. Type "T", then the title, dropping "The", "An, or "A" if it is the first word of the title.

You also can use OCLC to locate books in other libraries, or consider interlibrary loan.

ARTICLES IN PERIODICALS

The basic format is:

Author. "Article Title." Journal Title. Volume (Issue number) : Pages, Date.

For example, a basic periodical citation from Criminal Justice Abstracts:

S 32509 Phillips, David P. "The impact of fictional television stories on U.S. adult fatalities: new evidence on the effect of the mass media on violence." *American Journal of Sociology* (Chicago), 87(6):1340-1359, 1982.

Variations occur, for example:

Videodiscs: what stunted the growth of an infant industry. *Bus Week* p63 Ja 30 '84

Business Periodicals Index

1200. Shinar, D. Television production as content and process in social work with groups: an experiment with disadvantaged neighborhood youth in Israel. Social Work with Groups, 6(1): 25-35, 1983.

Social Work Research and Abstracts

79070. LIST, JUDITH A., W. ANDREW COLLINS* and SALLY D. WESTBY. (Inst. Child Dev., Univ. Minn., 51 E. River Rd., Minneapolis, MN 55455.) CHILD DEV 54(6): 1579-1587. 1983. **Comprehension and inferences from traditional and nontraditional sex-role portrayals on television.—**

Biological Abstracts

NADANER D
TOWARD AN ANALYSIS OF THE EDUCATIONAL VALUE OF FILM AND TELEVISION
INTERCHANGE 14(1):43-55 83 36R
S.FRASER UNIV BURNABY V5A 1S6 BC CANADA

Social Science Citation Index

Getting set for direct-broadcast satellites. W. L. Pritchard and C. A. Kase. il diag IEEE Spectrum 18:22-8 Ag '81

Applied Science and Technology Index

To find journals, check the GMU Periodicals Holdings List at the Reference Desk or Periodicals Desk.

If Fenwick Library does not own the journal, look at the holdings lists for various area libraries. These lists are located at the Reference Desk.

GOVERNMENT DOCUMENTS

The U.S. Government publishes books, journals, reports, pamphlets, maps and many other types of materials. Bibliographic citations for U.S. Government documents will vary with the format. The key is that the publisher is designated as a "U.S. Government Agency" or the "U.S. Government Printing Office."

Examples of bibliographic citations for U.S. government documents:

United States. House. Com. on Energy and Commer. Subcom. on Telecommunications, Consumer Protection and Fin. Telecommunications and information products and services in international trade: hearings, April 29 and July 22, 1981. '81 iii+207p tables chart map (97th Cong., 1st Sess.) (Serial no. 97-59) pa—*Washington, DC 20515*

Public Affairs Information Service Bulletin

2618 **(DOE/CS/20346—T8). Enforcement/certification program for appliance efficiency standards. Task II, report. (Vitro Labs., Silver Spring, MD (USA)). 28 Sep 1979. Contract AC01-78CS20346. 176p. NTIS, PC A09/MF A01.**

Energy Abstracts for Policy Analysis

United States. Nat. Inst. of Mental Health. Television and behavior: ten years of scientific progress and implications for the eighties: v. 2, Technical reviews. Pearl, David and others, ed. '82 x+362p bibls tables charts (Dept. of Health and Human Services. DHHS pubn. no. (ADM) 82-1196) (LC 82-600539) pa—*5600 Fishers Lane, Rockville, MD 20857*

Public Affairs Information Service Bulletin

To find U.S. Government documents at Fenwick Library, ask at the Reference Desk for help in finding the Superintendent of Documents (SuDocs) Number you need to find the item on the shelf or in microfiche.

CONFERENCE PROCEEDINGS

Papers delivered at a conference or symposium may be published in a book, a conference report, or a journal, or they may not be published at all (i.e., available only from the author).

[5063] Evensen, Lars S.; Foldvik, Arne Kjell; Hammonds, Christopher W.; Kvam, Anders M.; Peters, F. J. J. "Black English in the American TV Programme: Implications for Dialect, EFL and Sociolinguistic Researcher in Scandinavia." 304-317 in Johansson, Stig, ed.; Tysdahl, Bjørn, ed. *Papers from the First Nordic Conference for English Studies, Oslo, 17-19 September, 1980*. Oslo: Inst. of Eng. Studies, Univ. of Oslo; 1981. vii, 447 pp. [†Black English dialect. Influence on on: television in Scandinavia. Sociolinguistic approach.]

MLA Bibliography

T. V. Sports Commentators: What Do They Say And Why (Abstract)? Joan M. Chandler. *Proceedings: NASSH* nv:5 '82

Physical Education Index

106276 EXPERIMENT WITH COMPUTER-BASED EDUCATIONAL SERVICES IN A GENERAL PUBLIC ENVIRONMENT.
Morioka, F. Ken (Control Data Corp, Minneapolis, Minn, USA). *Viewdata and Videotext, 1980-81: A Worldwide Rep. Transcript of Viewdata '80, 1st World Conf on Viewdata, Videotex and Teletext, London, Engl, Mar 26-28 1980* Publ by Knowl Ind Publ, Inc. in Conjunction with Online Conf Ltd. White Plains, NY, USA, 1980 p 613-623.

Engineering Index

To find conference papers you may have to search in several places:

1) Look in the GMU Periodicals Holdings List under "proceedings" or the name of the sponsoring organization of the conference, e.g."Biological Society of Washington."

2) Look in the Author/Title card catalog under

   -"Proceedings"
   -sponsoring organization
   -title of paper
   -title of conference or symposium

3) Look in ALIS under "Proceedings" by typing in "T PROCEEDINGS"

4) Ask a Reference Librarian for help.

Prepared by: Gail J. Sonnemann
January 1985

APPENDIX I

WORKSHEET ON IDENTIFYING BIBLIOGRAPHIC CITATIONS

Use the photocopy (on the reverse of this sheet) from Public Affairs Information Service (PAIS) Bulletin [Index H 1 .P845] to answer the following questions.

In the first 20-40 pages of each PAIS volume you will find a user's guide to bibliographic entries, a list of standard abbreviations, and a list of abbreviations of journal titles and publishers' names. You will want to consult these directions in any PAIS volume as you complete the worksheet.

1. What is the title of a journal article which is at least 20 pages long?

   What is the full title of the journal in which it was published?

   Will you find a copy of the article in Fenwick Library?

2. List the full title of a U.S. Government document.

   What is the full title of the U.S. Government agency, committee, etc., that issued the document?

3. List the following bibliographic information for a book that contains both a bibliography and an index.

   Author _____

   Title _____

   Place of publication _____

   Publisher's full name _____

   Date of publication _____

† United States. House. Com. on Energy and Commer. Subcom. on Telecommunications, Consumer Protection, and Fin. Unauthorized reception of subscription television: hearing, November 17, 1981, on H.R. 4727, a bill to amend the Communications Act of 1934 to establish penalties for violations of Section 605 of such Act. '82 iii + 228p table chart (97th Cong., 1st sess.) (Serial no. 97-77) pa—*Washington, DC 20515*

United States

The fight for America's home screen [network versus cable and the problems of each]. il *Economist (London) 286:21-2 Ja 15 '83*

Rowland, Willard D., jr. The politics of TV violence: policy uses of communication research; foreword by Horace Newcomb. '83 320p bibl (People and communication v. 16) (LC 82-23009) (ISBN 0-8039-1952-2) $25; (ISBN 0-8039-1953-0) pa $12.50 —*Sage Pubns*

TELEVISION ADVERTISING

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In doing this exercise, you will create a preliminary bibliography for a topic that you choose. This can be a research topic for a class paper that you are doing, or a subject that you would like to learn more about on your own.

What is your topic?

I. USING OVERVIEW SOURCES IN THE REFERENCE AREA

A. Using the handout "Selected Subject Encyclopedias at Fenwick Library," find at least one general source in the reference collection that includes an overview of your topic, e.g., The Encyclopedia of Educational Research. If none of the sources listed include an article on your topic, look under broader subject terms, try the index to the volume, or ask for suggestions at the reference desk.

Give the bibliographic citation for the reference source that you have chosen:

Is the encyclopedia article signed? ___ Yes ____ No

If so, who wrote it?

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If so, cite two or three of the most promising titles in the bibliography.

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If so, try to determine some of the most authoritative and pertinent works. List at least one of them along with its annotation.

II. FINDING BOOKS:

Now use the ALIS computer terminal to find books, especially books with bibliographies, in Fenwick Library on your specialized topic.

A. First, use the Library of Congress Subject Headings (a two-volume set located at the Reference Desk and at the card catalog) to find appropriate subject terms. List up to four subject headings.

B. Write the citations for three or four of the most promising. If the holdings on the specialized topic are meager, go to a broader subject heading from your original list of subject headings.

C. Go to the shelves and locate your books. Which will be most useful to you? Why?

D. Do you see any other books on the shelf nearby that might also be helpful in your research? List the citations below.

III. USING THE JOURNAL LITERATURE

A. Using the handout "Identifying Periodical Articles: A Guide to Indexes and Abstracts," choose two indexes that might lead you to relevant articles on your topic. List their titles here.

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List two articles that you have found. Give complete bibliographic citations.

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C. Does Fenwick Library subscribe to the journals you have found in the indexes? ____ Yes _ No

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I. For more details on finding information in a particular scientific discipline, check a GUIDE TO THE LITERATURE:

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Ref. QD 8.5 .M34	How to Find CHEMICAL Information.
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Ref. Q 18 .M4 F4	Research Information.
Ref. Q 158.5 .M35x 1980	SCIENCE AND ENGINEERING Literature.
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II. Start your research with BACKGROUND OR OVERVIEW INFORMATION.

How much do you already know about your topic? A familiarity with the terminology, background, major works, key researchers, and scope of your topic is essential if you are to get the most out of specialized books and articles. Look also for authoritative bibliographies in the following overview sources. Bibliographies are lists of citations to further information on your topic. Basic information and bibliographies can be found in:

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Papers which summarize current knowledge on specific topics can be found in REVIEW JOURNALS and in ANNUAL SURVEY publications which may be found by using the SUBJECT CATALOG. Look up your subject and then look for the subheading "Collected Works," "Periodicals," or "Yearbooks."

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As you search for books which cover your topic, be sure you are using the appropriate subject headings. You need to look up terms recommended by the Library of Congress Subject Headings, the two volume set located at the Reference Desk or on tables near the subject card catalog.

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	Index Medicus	Index R 100 .I6
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All the books and journals you need may not be under one roof. You can use materials in other libraries but often you cannot check them out. Ask at the Reference Desk to determine which area libraries own the books or journals you need.

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(ENGLISH 302)

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selected statistics (Compaine, 1979; Comstock et al., 1978; Sterling & Haight, 1978). There are about 1,750 daily, 650 Sunday, and 8,500 weekly newspapers, and average daily newspaper circulation exceeds 60 million (a figure naturally smaller than the "readership" cited earlier, since more than one person may look at a single copy). There are about 10,000 periodicals, more than 300 of which are general or farm magazines with a total combined circulation of about 1.5 copies per issue for each adult in the population. About 1,200 different companies publish between 35,000 and 40,000 different book titles each year. Between 9,000 and 10,000 different phonograph records are released annually, and disc and tape sales each year exceed 600 million. There are more than 7,000 commercial AM and FM radio stations, and more than 700 commercial television stations. The proportion of households with television sets exceeds 98 percent, and the average set was turned on more than seven hours a day during the fall and winter at the beginning of the 1980s. As of August, 1980, 22 percent of these television households, over 16 million homes, subscribed to a cable system, and that figure is rapidly accelerating as large communities such as Pittsburgh, Dallas, and Houston introduce cable into their areas. By the summer of 1981, it was expected that over 30 percent of all households with television sets would be connected to cable. Almost all audience research suggests that the progressive absorption of public attention by the media, which owes so much to the photophonographic sequence that made movies and television possible, is likely to continue as choice and diversity are increased by cable and pay television, in-home playback and recording, video discs and cassettes, and satellite transmission.

Socialization. A persistent question has concerned the influence of television on children and the possibility that it is detrimental. The most recent bibliography of works with some claim of pertinence to research on the topic contains 2,676 citations (Murray, 1980), 60 percent of which were published after 1975.

The "classic" investigations of the initial impact of the new medium were conducted at the end of the 1950s by Schramm, Lyle, and Parker (1961) in the United States and by Himmelweit, Oppenheim, and Vince (1958) in England. They are still read and consulted today, for subsequent research has elaborated, confirmed, and extended rather than overturned their conclusions, which were based on data obtained from thousands of young people and hundreds of parents and teachers.

They found that the amount of viewing was substantial, although current A. C. Nielsen averages of thirty-one hours for children 2 to 11 and twenty-four hours for teenagers 12 to 17 during winter weeks represents an approximate increase of 20 percent over the past two decades. Intellectually more capable youngsters viewed less than those of lower abilities, a distinction that may be disappearing with the overall increase in the popularity of television. (Comstock et al., 1978; Lyle, 1972; Lyle & Hoffman, 1972). Viewing was also greater for those from families of lower socioeconomic status, a distinction that remains because there are more leisure options and more encouragement to use them for children of affluence and education. The skepticism of many educators was confirmed: despite the many hours spent viewing television, its sole contributions to learning were limited to a minor superiority in vocabulary (which disappeared as children advanced in school) and knowledge about the personalities and programming of television. However, it has since become apparent that children may also learn about news events and public controversies from television that would otherwise escape their notice. One general proposition that emerged from these two studies and has received extensive empirical support from subsequent investigations is that television is most likely to influence beliefs or behavior when other sources of information are unavailable, for example, in the portrayal of people from a country a child has not visited. Also, when parents or teachers do not express opinions about the appropriateness or acceptability of something portrayed on television, beliefs are more likely to be influenced.

No single kind of entertainment content has aroused more controversy and been the subject of more research than violence. A series of House and Senate hearings, beginning in 1952, have been devoted to examining the contribution of television violence to aggression, delinquency, and criminal acts on the part of young viewers (United States Congress, House Committee, 1952, 1976, 1977; Senate Committee, 1953a, 1953b, 1963, 1965).

The Himmelweit study (Himmelweit, Oppenheim, & Vince, 1958) found that children generally became accustomed to routinized violence of the sort common in the westerns popular in those days, but were frightened by violence that was unconventional for television, particularly if common household objects were employed or if it was directed at those with whom they identified, such as a dog, a child, or a parent. Studies documenting the effects of violence on aggression can be dated from the early 1960s, when the psychologists Bandura, Berkowitz, and Fes-
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points in time), by numerous reviews and interpretations, and eventually, by quantitative meta-analyses (Andison, 1977; Hearold, 1979). A central event was the surgeon general's inquiry into television violence at the beginning of the 1970s (Comstock, Rubinstein, & Murray, 1972; Surgeon General's Scientific Advisory Committee on Television and Social Behavior, 1972), an undertaking that paral-

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Classic Studies

Main Points

leled in the sociological and psychological arena the inquiry into the physical effects of smoking.

There are several features to the pattern that has emerged:

1. Young children will learn specific acts of behavior from observing them in a television portrayal, although performance of these acts will depend on a variety of circumstances, including the expected consequences, the degree to which such an act is socially approved, the opportunity to perform it, and the extent to which it is pertinent to the circumstances.

2. Persons of college age may increase in the degree to which they display previously acquired punitive behavior as a consequence of seeing a violent portrayal that alters their inhibitions toward such behavior, such as a portrayal of retribution that is justified, an act of viciousness, or violence aimed at targets that hold cues for real life, such as a portrayal in which the victim resembles someone in the viewers' own environment toward whom they harbor hostility.

3. The decrease in hostility after exposure to a violent portrayal reported by Feshbach is better explained by the inhibition of aggressive impulses as a consequence of exposure to such a stimulus than by the reduction of aggression through vicarious experience, the process popularly referred to as "catharsis."

4. Dozens of laboratory experiments examining the influence of exposure to a violent portrayal on subsequent behavior have been published, and about nine out of ten record an increase in aggressive behavior after such exposure. This majority holds whether the subjects were of nursery school age (when the measure of aggression usually was imitative attacks against a large inflated Bobo doll) or of college age or in between (when the measure usually was the delivery of electric shocks to another person or some other act unlike what was observed in the portrayal).

5. Although there have been more instances overall in which exposure to violent entertainment has had a null association with measured aggression than in the case of laboratory experiments alone, a majority of field experiments conducted under far more naturalistic circumstances and a majority of surveys of regular television viewing and everyday aggressiveness as perceived by peers also have found a positive association between exposure to violent portrayals and aggressiveness.

6. The results of laboratory experiments, which have the virtue of permitting causal inference, roughly concur with those of field experiments and surveys, which do not suffer from the same weaknesses—artificiality of circumstances, immediacy of measurement, absence of the possibility of retaliation, and exclusion of communications distractive from or counter to the violent portrayals—that make generalizing from the laboratory experiments to everyday life problematic. This concurrence gives credence to the notion that violence in entertainment may encourage aggressive behavior in real life.

7. There remains considerable disagreement, and very little in the way of empirical evidence, over the degree to which the documented positive association under some circumstances between exposure to violent portrayals and aggressive behavior crosses the threshold of socially tolerated acts of aggressiveness into seriously hurtful or criminal behavior for children, for adolescents, or even for adults.

The question of whether television violence cultivates negative beliefs has also become the subject of controversy and empirical inquiry (Gerbner, et. al., 1980; Hawkins & Pingree, 1980). The evidence supports the view that there is a positive association between amount of television viewing, a proxy for exposure to violent programming, and two kinds of negative beliefs: (1) fearfulness of falling victim to a crime, and (2) cognitive beliefs of a pessimistic cast, exemplified by a higher estimate of the crime rate or greater skepticism about the performance of public officials. However, there is considerable argument over whether television viewing is causally implicated (Comstock, 1981; Doob & Macdonald, 1979; Hirsch, 1980; 1981; Hughes, 1980). The evidence is slightly stronger for a contribution to pessimistic beliefs than to fearfulness, at least for adults, for whom more data are available.

From the perspective of many psychologists, television has had the effect of entering the mass media into the equation of socialization and thereby reducing somewhat the weight of such agents as parents, communities, and schools. Empirical research supports this view, and the evidence on television violence and aggression is best interpreted as exemplifying broad principles of influence extending into other areas rather than confined to that one type of behavior. The same concerns that have been expressed about television were expressed about media that developed earlier, such as motion pictures and comic books, but television appears to function on a much grander scale in socialization for a number of reasons. These include the presence of television in nearly every household, the absence of restraints imposed by admission fees or literacy, the fact that children are regular viewers long

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In the 1950s television was new and, to some, a threatening medium. Those who were college-educated and could be thought of as having heightened allegiance to a "book culture" or "print culture" were notably more hostile toward the medium than those with less education—a difference that still persists but to a markedly lesser degree (Bower, 1973; Meyersohn, 1965). Average hours

ence of technology. The rationale for regulation was scarcity of spectrum space, which essentially justified federal ...re ade- ...ad- ...volv... li- ...cense re... ..., the fairness doctrine (balanced coverage of opposing viewpoints), and the equal-time provision (equal access to candidates for public office).

Bibliography of further recommended readings

Career Preparation. The mass media have become employers of many people, and as a result preparation for careers in the media has become a task formally undertaken by educational institutions. Training for the media is offered within a variety of programs, but summary figures have been compiled only for four-year and graduate programs in journalism, broadcasting, and film (Sterling & Haight, 1978).

In 1975 total undergraduate and graduate enrollment in these three areas was 92,314. Enrollments in all three have been increasing, most markedly in broadcasting and film. Journalism courses began to appear in the first decade of the century, with thirty colleges offering them by 1912, and by the 1930s complete programs were commonplace; radio courses began to appear in the 1920s, but it was in the Midwest land grant schools of the 1930s that programs first became plentiful; film programs date from the 1950s, with conspicuous growth in the 1960s and 1970s in response to student interest.

Scholarly Sources. There are a number of bibliographies and statistical compilations that serve as basic guides to the vast scientific literature on the mass media. *Basic Books in the Mass Media*, by Blum (1980), is precisely what the title says, and covers book publishing, broadcasting, editorial journalism, film, magazines, advertising, and general communications. The scrutiny of the media from the perspective of the social and behavioral sciences is covered by Murray with 2,676 citations in *Television and Youth* (1980), by Meringoff with 782 citations in *Children and Advertising* (1980), by Gordon and Verna with 2,704 citations in *Mass Communications Effects and Processes* (1978), and by Comstock and Fisher with 2,392 citations in *Television and Human Behavior: A Guide to the Pertin...* ...e vol- ...focus; ...m. ...ompila- ...en Insti- ...(1978). It ...iership and ...ing, content ...udiences, and the U.S. media abroad. These and other data are interpreted in terms of concentration of ownership by Compaine (1979) in *Who Owns the Media?*

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George Comstock

See also Distance Education; Media Use in Education.

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Directories - Telephone equipment industry.

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12831. **Dietz, Park E.** (Harvard Medical School, McLean Hosp, Belmont) **Threats of blows? Observations on the distinction between assault and battery.** *International Journal of Law & Psychiatry,* 1981, Vol 4(3–4), 401–416. —Multiple differences were observed between assaults and batteries among 234 males in a maximum security hospital for the criminally insane. Although no clear distinction could be made between assault and battery, observed differences reflected more than differences in the definitions used, the stage at which intervention occurred, the degree of violence that occurred, or the individual characteristics of the assailant. (23 ref)

12832. **Fabian, Marjorie J.; Hochla, Nancy N.; Silberstein, Judith A. & Parsons, Oscar A.** (U Oklahoma Health Sciences Ctr, Oklahoma City) **Menstrual status and neuropsychological functioning.** *Biological Psychology Bulletin,* 1980(Aug), Vol 6(1), 37–45. —Examined the relationship between gynecological status and cognitive performance in 38 alcoholics (mean age 38.55 yrs) and 70 nonalcoholics (mean age 42.27 yrs) in an attempt to replicate and to extend the findings of E. M. Hatcher et al (1977). Performances of Ss who were still menstruating and those who were not were compared on a battery of neuropsychological tests (e.g., the Raven Advanced Progressive Matrices and the Shipley-Institute of Living Scale for Measuring Intellectual Impairment). Contrary to the Hatcher et al results, there were no differences in the performances of menstruating and nonmenstruating Ss on any of the cognitive tests in either the alcoholic or social drinker group. (21 ref) —*Journal abstract.*

12833. **Forness, Steven R. & Dvorak, Renne.** (U California, Neuropsychiatric Inst, Los Angeles) **Effects of test time-limits on achievement scores of behaviorally disordered adolescents.** *Behavioral Disorders,* 1982(Aug), Vol 7(4), 207–212. —Tested 40 adolescents (aged 12.8–17.2 yrs) hospitalized with behavioral disorders other than autism and psychosis. Ss completed the Comprehensive Test of Basic Skills under untimed conditions. Their scores were compared with scores obtained at the end of the normal time limits of the test. Results suggest that performance increased under untimed conditions only in the area of reading comprehension. The failure to replicate in other areas may be due to a ceiling effect or to the fact that the test anxiety was too pervasive to be diminished by extra time. (22 ref) —*Jou*

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12835. **González-Pinot Arrillaga, Rodrigo.** (Madrid Provincial Hosp, Psychiatric Service, Spain) **Alcoholismo crónico, "delirium tremens" y alucinosis alcohólica. Un estudio comparativo. [Chronic alcoholism, "delirium tremens" and alcoholic hallucinations: A comparative study.]** (Span) *Archivos de Neurobiologia,* 1981(Sept–Dec), Vol 44(5–6), 305–320. —Two samples of alcoholics were studied to differentiate between chronic alcoholism (CA), delirium tremens (DT), and alcoholic hallucinations (AH). Records of 1,666 male and female alcoholics admitted to the Madrid Psychiatric Hospital during 1968–1976 were studied, and 60 male and female alcoholic patients were examined and interviewed upon admission (1978–1980). Differentiations appear as follows: CAs without psychotic classifications of DT or AH presented a previous history of psychiatric symptoms, drank less alcohol, and had a relatively short history of alcohol dependence. Levels of blood magnesium did not differentiate the 3 groups. Various factors that disturb the CA's biological equilibrium, including abstinence from alcohol, can lead to DT. Patients with DT tend to lack a previous psychiatric history, to have ingested more alcohol, and to have a longer history of dependence on alcohol. Patients with AH may or may not have a psychiatric history. They have a relatively short history of drinking, but a relatively long period of alcohol dependence. These findings are compared with those of other investigators. —*English abstract.*

12836. **Greene, Jack R. & Bynum, Tim S.** (Michigan State U, School of Criminal Justice, East Lansing) **T.V. crooks: Implications of latent role models for theories of delinquency.** *Journal of Criminal Justice,* 1982, Vol 10(3), 177–190. —Reviews the literature on the effect of TV viewing on behavior. It is suggested that if the content of TV programs can encourage antisocial behavior in some groups of viewers, the image of crime and characteristics of criminal actors presented on TV may play an important role in the adoption of criminal behavior by lower-class adolescents. Data are presented that indicate a difference between the view of crime presented by the TV media and that found in official statistics. Implications of this discrepancy for models of delinquency are discussed. (47 ref) —*Journal abstract.*

12837. **Herrington, Roland E. & Jacobson, George R.** (De Paul Rehabilitation Hosp, Milwaukee, WS) **"The use of the plasma α-amino-*n*-butyric acid: Leucine ratio to identify alcoholics; an unsuccessful test.": A response.** *Journal of Studies on Alcohol,* 1982(Jan), Vol 43(1), 166–169. —Responds to the comments by S. Shaw and C. S. Lieber (see PA, Vol 68:12855) on the present authors and associates' (1981) article concerning their unsuccessful use of the plasma alpha-amino-*n*-butyric acid (AANB) test to distinguish alcoholics from controls. Shaw and Lieber maintain that there was enough of a difference in the AANB:leucine ratios of these 2 groups for them to be distinguished. The present authors cite other studies in which this method was unsuccessful and comment that the AANB:leucine ratio is not an adequate biochemical marker of alcoholism nor does it adequately describe a continuum of severity. (13 ref) —*L. Siegmund.*

12838. **Holzbach, Ernst.** (Bayerische-Julius-Maximilians-U Würzburg, Nervenklinik, West Germany) **Auslösung des Delirium tremens. / Induction of delirium tremens.** (Germ) *Schweizer Archiv für Neurologie, Neurochirurgie und Psychiatrie,* 1982, Vol 130(1), 77–87. —Demonstrated with 103 patients with delirium tremens that in the course of chronic alcohol abuse, the delirium was preceded by alcohol withdrawal. When the delirium was preceded by psychotic events (conceived as alcohol hallucination and paranoia) it only came into existence after an abstinence of alcohol. Observations suggest that delirium tremens with the typical psychotic symptoms and vegetative excitation principally is a delirium of alcohol withdrawal and that other forms cannot be defined. (English & French abstracts) (27 ref)

12839. **Jessor, Richard.** (U Colorado, Inst of Behavioral Science, Boulder) **Problem behavior and developmental transition in adolescence.** *Journal of School Health,* 1982(May), Vol 52(5), 295–300. —Stresses a psychosocial perspective of adolescent transition and suggests that developmental shifts can occur in various behavior-defined statuses, socially defined roles, and a personally defined status. For adolescents, problem behavior is defined as socially inappropriate actions that usually elicit some social control response. Problem behavior serves adolescents in (1) attaining blocked goals; (2) opposing adult authority; (3) coping with anxiety, frustration, and the anticipation or actual act of failure; (4) expressing solidarity with peers; and (5) establishing a transition marker. It is suggested that coming to terms with alcohol, drugs,

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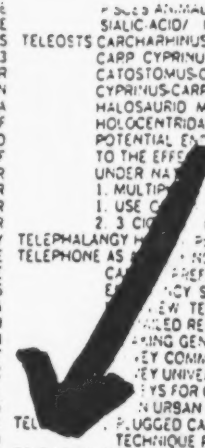

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IVER AND UND[illegible]ER OBSERVATIONS OF FISH BEH 3[illegible]
PERCEPTIVE FIE[illegible]NG SNOW STIMULATION VIDEO T 53[illegible]
[illegible]EN UN[illegible]AND [illegible]TION OVERT 66[illegible]
FRA[illegible]HUMAN/
[illegible]OPERANT
[illegible]CHILDRENS
[illegible] HARMLESS
REDO SPORE
[illegible]AXONOMY/
[illegible]ATION AND
[illegible]YCOSIDASE
[illegible] INFECTION
[illegible]PERIODICITY/
[illegible]NAUER EMMETT

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TELLIMAGRANDIN I/ TANNINS OF CASUARI 86698
TELLINACEA BIVALVIA DONAX DONACIDAE 36055
TELLINIDAE /PLANKTONIC LARVAE OF LA 92524
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TELLURA-17 OCTADECENOIC ACID DIAGN 45976
TELLURA-17-OCTADECENOIC ACID ANALO 85829
TELLURATE AND GLUTATHIONE COMBINA 47795
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HETERO CHROMATIN IN THE 91653
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6 19 TRANSLOCATION CHRO 11244
TELOMERIZATION OF ISOPRENE WITH SEC 40509
TELOPHASE II POLLEN MOTHER CELLS SO 51326

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...tion analysis and a correlational analysis. Neither ...ificantly to the OBE, but the TAS, ICMIC, LOC, ...bles were significant.

...I, P.* and A. V. C... ...RT PSYCHOL 5(4): ...ferred leadership.—A ...training and instruct... ...ship-oriented) behavi... ...terms of level of comp... ...n = 67), junior (n = 6... ...= 69) completed the prefe... ...Scale for Sports. Trend analyses revealed the ...d in preference for training and instruction which ...high school midget through junior to senior levels ...ty level. The direction of this trend was opposite to ...was obtained for social support which progressively ...ol midget level to the university level but again, it ...e that that predicted. Future research should ...e of competition levels and groups with markedly ...order to determine the interrelationship between ...hletic maturity. Sport as a social system may not ...y to achieve athletic maturity.

...I.*, T. SEBASTIEN and L. TAYLOR. (Dep. ...v., Burnaby, B... Columbia V5A 156, Can.) ...381–389. 1983[r... 1984]. Competitive style and ...in the age range... 13 yr (72 males and 53 ...preference questi...e and participated in a ...Both the questionn... nd method of approach ...o classify subjects as p... fortunists, strategists ...s of competitive style. ...tions were made on ...id between cultures conc... gender differences ...on evidence from withi... North American ...e concerning game preferenc... age differences. ...dictions in terms of gender d...ces. Changes ...nd gender and age differences i...titive-style ...ns. The novel competitive game t...ght make ...ting competitive style.

...IELA S.* and BONNIE B. BENNET... ...1 Arps Hall, 1945 N. High St., Colu... ...L 5(4): 390–409. 1983[recd. 198... between open-skill and closed-skill athletes. ...nd divers (n = 44), representing open- and ...ly, completed a survey assessing psychological ...ng and competition. Of particular interest were ...rs from nonqualifiers within and between each ...ses and *t*-tests revealed that self-confidence and ...ualifiers from nonqualifiers in both sport groups. ...d only the qualifying from the nonqualifying ...istinguished the 2 diving groups on more items ...wrestlers. When all elite divers were compar... ...arts, no differences were found for the imag...ry ...y, instructi... ...d wrestlers w... ...reporting hig... ...iers across s... ...fic typology

...ARD* and DIANE GILL. (Univ. Iowa, Sports ...on, Iowa City, IA 52242.) J SPORT PSYCHOL ...984]. Rel... ...dity of the Physical ...petitiv... ...st in the role of ...rman... ...logy research. A ...ysica... ...y developed but ...tive... ...s of general and ...wom... ...ics was studied ...of th... ...cale [PSES] was ...rt sett... ...reliable and valid ...ndividu... ...elf-efficacy in sport ...of self-... ...ymnast's prediction of ...s much more powerful variables for predicting

...the subjects were randomly assigned to score routines on a videotape in which, through editing procedures, high falsified scores appeared in the background of the tape following each routine. The remaining subjects scored the same ...om a 2nd tape in which low falsified scores appeared. An ANOVA ...iance] revealed that judges' scores were significantly affected by ...k ($P < 0.001$). Judges who scored high on dominance, ...e and internal locus of control were significantly less ...es who scored low on those variables.

..., JOHN M. III. (Dep. Phys. Educ., Univ. N.C., Chapel ...J SPORT PSYCHOL 5(4): 438–448. 1983[recd. 1984]. The ...acy of rule violating behavior in sport.—Various rule violating ...(including aggressive player behavior) may be normative behaviors perceived to be legitimate violations by participants. To determine if sport socialization influences the degree of perceived legitimacy of rule violating sport behavior, 203 male and female athletes and nonathletes were shown a series of 8 slides, 7 of which clearly depicted rule violating behavior. The subjects rated the unacceptability–acceptability of the behavior shown on each slide on a scale of 1 to 4 (totally unacceptable–totally acceptable). Subjects were categorized according to: gender, amount of physical contact, highest level of organized sport participation and years of participation. Regression and polynomial regressions indicated that male respondents rated rule violating behavior significantly more acceptable than females. There may be an in-sport socialization process that legitimizes rule violating behavior. This perceived legitimacy was considerably more pronounced for males than for females at all levels of analysis.

95103. GILBERT, DAVID G.* and JOHN H. REYNOLDS. (R. J. Reynolds Tobacco Co., Winston-Salem, NC 27102, USA.) PERS INDIVID DIFFER 5(1): 27–34. 1984. **Type A personality: Correlations with personality variables and nonverbal emotional expressions during interpersonal competition.**—Facial and other nonverbal behaviors of 52 male and female participants in an interpersonal anagrams competition were correlated with a variety of self-report personality measures. Facial expressions suggestive of negative affect were significantly positively correlated with the Framingham Type A scale and the job involvement and hard-driving subscales of the Jenkins Activity Survey. A composite nonverbal index correlated significantly with Framingham Type A, the extraversion scale of the Eysenck Personality ...of correlations between the nonverbal and ...the view that Type A individuals are characterized ...cial expression of more anger/hostility than are ...Type A individuals.

95104. GUNTER, BARRIE*, ADRIAN FURNHAM and JOANNA JARRETT. (IBA, 70 Brompton Rd., London SW3 1EY, Engl.) PERS INDIVID DIFFER 5(1): 35–40. 1984. **Personality, time of day and delayed memory for television news.**—The effects of time of day on delayed memory for televised news stories were studied. Three groups received the same sequence of 6 news stories at 0930, 1330 and 1630 h, respectively. Unexpected tests of free recall, cued recall and recognition were given ~ 2 h after news presentation. Memory performance improved slightly across the day on tests of recall and significantly so on recognition. Personality differences were also examined. Introverts remembered more than extraverts and differences between them were most marked during the late-afternoon session especially on free recall, ...ded. The results support previous time-of-day ...of complex learning materials. Personality ...onsistent with predicted introvert-extravert ...predicted by Eysenck's modified action-de=

95105. IZURIEL, ... and CARL H. HAYWOOD. (Bar-Ilan Univ., Ramat-Gan, Isr.) PERS INDIVID DIFFER 5(1): 67–76. 1984. **Exploratory behavior as a function of motivational orientations and task conditions.**—Boys (24) and girls (24) from the 5th and 10th grades, 1/2 of whom were predominantly intrinsically motivated (IM) while the other half were predominantly extrinsically motivated (EM), were given an interesting task under task-imposed, task-offered and neutral conditions, and their exploratory behavior was observed during an intermission period. IM subjects both explored less and showed less satisfaction under the task-imposed condition than under the other 2 conditions, preferred a high level of difficulty across all conditions and showed higher diversive curiosity at 15 yr than at 10 yr of age. EM subjects explored about the same amount in all conditions, were less satisfied under the task-imposed condition than under the other conditions, preferred lower-difficulty tasks in the neutral condition than in the other

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Example:

Cook, Thomas D. and others. The implicit assumptions of television research: an analysis of the 1982 NIMH [National Institute of Mental Health] report on "Television and behavior." bibl tables charts *Public Opinion Q 47:161-201 Summer '83*

Some emphasis on the effects of violence on viewers and on the state of children's programs.

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Bibliographic Citation for a Book =

Author. Title.
Publisher, Date.

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Barcus, F. Earle. Images of life on children's television: sex roles, minorities, and families. ('83) xv + 217p bibl tables indexes (Praeger special studies/Praeger sci.) (LC 83-4131) (ISBN 0-03-063883-6) $22.95—*Praeger Pub*
Based on studies of network and independent station programs, Jan. 1981, sponsored by Action for Children's Television.

Bibliographic Citation for a U.S. Government Document:

United States. Agency.
Title. Date.
etc.

Example:

United States. House. Com. on Energy and Commer. Subcom. on Telecommunications, Consumer Protection, and Fin. Children and television: hearing, March 16, 1983. '83 iii+217p il tables (98th Cong., 1st sess.) (Serial no. 98-3) pa—*Washington, DC 20515*

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BUSINESS CONDITIONS DIGEST 1975-present;v15-16,17*- mf: 1973-77;v13-17
BUSINESS ECONOMICS 1966-present;v2-13,14*- mf: 1979,81-present;v14,16-
BUSINESS EDUCATION FORUM 1960-67,76-present;v15-21,31-35,36*,38-
mf: 1968-78;v23-32
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BUSINESS HORIZONS 1969,73-present;v12,16-21,22*- mf:1958-76,80-81;v1-19,23-24
BUSINESS JAPAN 1977-present;v22-
BUSINESS LAW REVIEW 1978-81;v11*-14 n1
BUSINESS LAWYER 1975-present;v30*-
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C.F.A. DIGEST 1977-present;v7-
C.L.R. RECENT DEVELOPMENTS 1982-present;v10-
C.M.A.; THE MANAGEMENT ACCOUNTING MAGAZINE (Was: COST AND MANAGEMENT)
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mf: 1977-80;v1-4
C.P.A. JOURNAL (Was: NEW YORK CERTIFIED PUBLIC ACCOUNTANT) 1976-present;
v46,47-49*,50- mf: 1972-75;v42-45
C.P.I. DETAILED REPORT (Was: CONSUMER PRICE INDEX. All of 1974 bound
under former title.) 1974-present;n8-
C.R.C. CRITICAL REVIEWS IN ANALYTICAL CHEMISTRY 1970-81;v1-10
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CALIFORNIA JOURNAL OF SECONDARY EDUCATION (Now: JOURNAL OF SECONDARY
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CANADIAN GEOGRAPHER 1961-present;v5-
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CANADIAN JOURNAL OF BIOCHEMISTRY AND CELL BIOLOGY new subscription
CANADIAN JOURNAL OF BOTANY 1969-present;v47-
CANADIAN JOURNAL OF CHEMISTRY 1969-present;v[illegible]-56,57*-

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